REPORT RESUMES

ED 021 058 VT 004 817

HOME ECONOMICS RESEARCH ABSTRACTS--1966. HOME ECONOMICS EDUCATION.

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AMERICAN HOME ECONOMICS ASSN., WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-$0.50 HC-$3.76 92P.

DESCRIPTORS- *ABSTRACTS, *HOME ECONOMICS EDUCATION, *RESEARCH, *DOCTORAL THESES, *MASTERS THESES, PROGRAM PLANNING, PROGRAM EVALUATION, STUDENT EVALUATION, TEACHING METHODS, INSTRUCTIONAL MATERIALS, TEACHER EDUCATION, SECONDARY EDUCATION, HIGHER EDUCATION, ADULT EDUCATION,

THE 111 ABSTRACTS OF MASTER'S AND DOCTORAL RESEARCH IN HOME ECONOMICS EDUCATION, COMPLETED IN 1966 AND SUBMITTED BY 33 INSTITUTIONS, ARE CLASSIFIED ACCORDING TO (1) ADMINISTRATION, (2) PROGRAM PLANNING--SECONDARY, COLLEGE, AND ADULT, (3) EVALUATION--SECONDARY, COLLEGE, AND ADULT, (4) METHODS AND MATERIALS, (5) TEACHER EDUCATION, AND (6) MISCELLANEOUS. AN AUTHOR INDEX IS INCLUDED. THIS DOCUMENT IS AVAILABLE FOR $1.50 FROM AMERICAN HOME ECONOMICS ASSOCIATION, 1600 TWENTIETH STREET , N.W., WASHINGTON, D.C. 20009. (FP)

ED021058

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$1.50

HOME ECONOMICS RESEARCH ABSTRACTS
1966

Home Economics Education

VT004817

American Home Economics Association

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HOME ECONOMICS RESEARCH ABSTRACTS -- 1966, No. 5.

Home Economics Education

Edited by

Mary E. Mather , ed.

Published 1967 by the

AMERICAN HOME ECONOMICS ASSOCIATION

1600 Twentieth St. N.W., Washington, D.C. 20009

$1.50 per copy

This publication is one of a new series, HOME ECONOMICS RESEARCH ABSTRACTS, which compiles abstracts of masters' theses and doctoral dissertations completed in graduate schools of home economics. Seven areas of home economics are represented in the compilations scheduled for publication in 1967:

- Art
- Family Economics--Home Management
- Family Relations and Child Development
- Home Economics Education
- Housing, Furnishings, and Equipment
- Institution Administration
- Textiles and Clothing

Because of the number of publishing outlets for food and nutrition research, abstracts for that area are not included.

For this initial series, 59 home economics graduate schools submitted nearly 500 abstracts of research completed in calendar year 1966. The abstracts have been edited and prepared for publication by representatives of the subject-matter sections of the American Home Economics Association. The entire publication project has been sponsored by the AHEA Research Section and coordinated by the Research Section Chairman, Mary Lee Hurt.

As this project continues and is evaluated, consideration will be given to including abstracts of research other than that completed to meet academic requirements. It is hoped that HOME ECONOMICS RESEARCH ABSTRACTS will widen the view of trends and progress in current home economics research and add substantially to research data now available.

Library of Congress Catalog Card No. 67-26593

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This publication contains abstracts of research in home economics education completed in 1966 and submitted by 33 institutions for reporting in this compilation. A total of 111 abstracts are reported here, 19 doctoral and 92 master's studies. Categories used and the method of classification are the same as in "Titles of Theses," Journal of Home Economics, March 1967.

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ADMINISTRATION

Student Withdrawal in Home Economics at the University of Southwestern Louisiana During a Ten Year Period. Genevieve Evelyn Bourgeois. Master's. University of Southwestern Louisiana, 1966. Interlibrary loan.

The purpose of this study was to find the number and percentage of students who withdraw at each academic level, to determine reasons for and factors which contribute to student withdrawal, and to establish criteria useful in identifying the potential dropout or predicting a student's persistence in home economics. Included in the study were 211 students, 113 graduates and 98 non-graduates, who enrolled in the School of Home Economics at the University of Southwestern Louisiana during a ten-year period. Data obtained through records of enrollment, personal records of students, and returns from a questionnaire were analyzed for statistical significance by means of the chi-square test.

Over a ten-year period withdrawals ranged from 42 to 75 per cent with an average attrition rate of 60 per cent. The attrition rate for freshmen was 45 per cent; sophomores, 37 per cent; juniors, 13 per cent; seniors, 5 per cent. The study revealed that factors such as size of home town, religion, occupation of fathers, language spoken in the home, and scores on the Purdue English Placement Test were all significant and assumed to be related to persistence of students in home economics. Reasons for transferring from home economics included interest and ability in another field, lack of interest, desire to attend a different college, dissatisfaction with faculty, lack of challenge in home economics courses, and lack of counseling. Marriage was the most frequently cited reason for withdrawal from college.

On the basis of findings recommendations were proposed to increase the holding power of the program.

Attitudes of College Women Concerning Home Economics. Ann Cunningham Coyle. Master's. Texas Technological College, May 1966. Interlibrary loan.

Questionnaires were completed by 63 women enrolled in the School of Home Economics and 59 women enrolled in other schools at Texas Tech. The questionnaire contained three parts: biographical characteristics, attitudes about different areas of home economics as revealed by the Target Attitude Test, and a semantic differential which measured relationships between concepts.

Findings were as follows: (1) attitudes of home economics majors are significantly positive whereas the attitudes of non-majors are significantly less positive; (2) non-majors relate a home economics major with roles of less social status than home economics majors relate themselves; (3) biographical characteristics of respondents have little relation to the subjects' attitudes about home economics; (4) choice of college major does not seem to be influenced by biographical characteristics; and (5) students form their attitudes and make their choices of courses and majors according to their social system which mainly involves their peers.

An Investigation of the Family, Community, and Professional Life of the Graduates of the Division of Home Economics, University of Southern Mississippi from 1952-1962. Grace Smith. Master's. University of Southern Mississippi, August 1966. Interlibrary loan.

The sample selected for this study consisted of 344 of the 368 students graduating from the University of Southern Mississippi during the ten-year period, 1952-1961. Of the seven not included, one was deceased and addresses of six were unavailable. Seventeen graduates in the local community cooperated in a pilot study for the purpose of clarifying and validating the final questionnaire which was used in the study. Data from the 54.3% of the questionnaires returned presented in tables and graphs were the basis for arriving at conclusions drawn.

The majority of the graduates married soon after graduation at age 21 or 22. Most of the husbands were employed in managerial, official, and/or proprietary type positions. The average number of children per family was two; as the number of children increased within the family the number of women employed outside the home decreased. Of those graduates who were employed, the majority were home economics teachers. No divorces were reported. Favorite leisure activities of the graduates were sewing and handwork; family leisure activities were fishing and boating. Thirteen respondents had earned the master's degree, the average time between bachelor's and master's being three years.

Selection-Retention Practices for Home Economics Education Majors. Ednell Margaret Snell. Doctoral. Teachers College, Columbia University, January 1966. Interlibrary loan.

The purpose of this study was to determine procedures, instruments, and techniques currently being used to select and retain home economics education majors at the undergraduate level in institutions approved for the training of federally reimbursed secondary home economics teachers.

The respondents included 234 heads of home economics education in institutions of higher education. The questionnaire used in this investigation was developed from data collected from written policy submitted by home economics educators and from their descriptions of the procedures, methods, and instruments used in admitting, selecting, and rejecting home economics education majors. In addition, interviews were held with twenty home economics teacher-educators regarding their beliefs on the problem related to selection. The purpose was to obtain opinions on questions related to selection-retention and to check and expand the information obtained through the questionnaire. Data were analyzed to obtain frequencies of use and opinion of practices.

Findings were as follows: (1) general admittance requirements to the institution indicated a wide range of standards; (2) the majority of the divisions of home economics admitted students as freshmen; (3) selection-retention procedures were formulated by the institution for all divisions, with home economics and education cooperating in decisions and in screening of home economics education majors; (4) institutions specified a grade point average above C at the time of acceptance and before student teaching; and (5) the majority of institutions used both aptitude tests and psychological instruments for guidance selection and retention of majors.

Home economics education believed in a policy based on the collection of objective and subjective evidence. Teacher educators believed that practices would be helped by having periodic evaluation of students' strengths and weaknesses and a profile of each student based on a battery of tests covering aptitude achievement and personality factors.

PROGRAM PLANNING - SECONDARY SCHOOLS

Adapting Curriculum for Intellectual Differences in a Heterogeneous Class. Marilyn A. Adix. Master's. Iowa State University of Science and Technology, August 1966. Interlibrary loan.

The purpose of the investigation was to explore a method for meeting the educational needs of three academic ability groups in a heterogeneous classroom arrangement. A lesson series involving principles of color as part of a housing unit was developed incorporating tri-level objectives, generalizations, and opportunities for learning experiences appropriate for three intellectual groupings: low, average, and high. Identification of the appropriate behavior for each group was based on the classification in Bloom's Taxonomy of Educational Objectives. Learning experiences were so structured that modifications of the opportunities appropriate for each ability grouping could be carried on simultaneously. An evaluation device used as a pre-test and post-test was prepared.

The exploration was carried out in two phases in three Iowa schools with a total of 96 pupils. Evaluation of the method was accomplished in three ways: measurement of pupil achievement, teacher evaluations, and investigator observations. Gains were achieved by all three levels of pupils on the written examination when studied as total groups. The largest mean gain per pupil was accomplished by the high ability group, the next largest by the low ability group, and the least by the average ability group. Teachers found classroom management was no more difficult than when usual methods were used. Freedom existing due to the multiple activities did not permit disciplinary problems. The teachers admitted that directing guidance to specific ability groupings was feasible and worked satisfactorily. It was concluded that the method was realistic, practical, and effective.

The Housing Images of Eighth and Twelfth Grade Students in a Selected Florida School. Linda Joyce Antley. Master's. The Florida State University, August 1966. Interlibrary loan.

The purposes of the study were: (1) to determine the nature of the housing images held by selected eighth and twelfth grade students enrolled in a Florida school; (2) to determine whether the housing images held by eighth grade students differ significantly from those held by twelfth grade students; and (3) to determine whether the variables of sex, socio-economic status, educational standing, and type of present dwelling are associated with the housing images of eighth and twelfth grade students enrolled in a Florida school.

The sample consisted of eighth and twelfth grade students of Maynard-Evans Jr.-Sr. High School, Orlando. The instrument selected for securing the data was a questionnaire which was checked for clarity, comprehensiveness and form in a pilot study. The questionnaire was administered to 142 eighth grade students and 152 twelfth grade students. The chi-square test was utilized in determining association between the housing image of the students and sex, socio-economic status, educational standing, and type of present dwelling.

In general, eighth grade students visualized a new split-level house in the country designed by themselves with two floors, four or more bedrooms, and two bathrooms, a separate dining room and a separate family recreation room. Generally, twelfth grade students expected a new split-level house in a suburban location with three or four bedrooms and two or more bathrooms, a separate dining room and family room.

The chi-square test indicated that the student's housing image and his educational class standing were related significantly.

The housing images were similar regardless of the three variables: sex, socio-economic status, and type of present dwelling. Therefore, by evidence of association, it was determined that the three variables, sex, socio-economic status, and type of present dwelling, were not associated with the student's housing image.

An Experimental Approach to Homemaking Curriculum Developed in Ida M. Fisher Junior High School, Miami Beach, Florida. Pauline Benson. Master's. Southern Illinois University, August 1966. Interlibrary loan.

The purpose of this study was to determine the needs and problems of students in a particular school situation and to evaluate the curriculum in terms of these needs and problems.

The Mooney Problem Check List and the Wishing Well were administered to an experimental group, ninth grade girls taking a second course in home economics; and to a comparison group, ninth grade students who had elected to take only the one year of required comprehensive home economics. The home economics curriculum was adjusted and adapted to meet the needs indicated by the experimental group. It was found that they not only evidenced more needs and problems, but that they were less well equipped to cope with them than the comparison group, and that the mental ability of the group was rather low. School-related problems were the most numerous. There were also language difficulties since many students were members of Hebrew and Cuban families. It was, therefore, decided to present a curriculum to the experimental group which was heavily weighted with learning through activity. All assignments were geared to the ability of the individual student.

At the end of the school year many problems seemed to have been overcome as reflected by scores when the same tests were administered again. A decrease in the general feeling of being over-burdened with problems may also, be considered a measure of success of the experimental approach.

Study of High School Girl Dropouts in Wood County, Ohio, Over a Six Year Period. Patricia Buffenmyer Braden. Master's. Ohio State University, 1966. Interlibrary loan.

Purpose of the study was to see if home economics contributed to meeting needs of high school girl dropouts. Foods and Nutrition, Home Management, Child Care, and Personal, Social and Family Relations had been found most useful. Implication is for more emphasis to be placed on these areas during freshman and sophomore years.

Sweater Buying and Care Practices and Problems of Third Year Homemaking Students. Clara B. Braun. Master's. University of Wisconsin, 1966.

This study was done to secure information about consumer needs and interests of home economics students as they related to (1) sweater buying and care practices, and (2) the development of effective means for consumer education in the selection and use of these ready-to-wear garments. Two hundred and twenty-two students enrolled in third year Homemaking in the six high schools in Manitowoc County, Wisconsin, during the spring semester 1966, were the population for this study. Their attitudes, preferences, practices, problems, and opinions about sweater selection, purchase, and care were ascertained by means of a questionnaire-checklist administered in their classrooms by the investigator.

Mothers, newspapers, and magazines, high school home economics classes, and information tags which came with sweaters were the most often used sources of consumer information for this group. Quality and price range were the greatest determining factors when shopping. Finding satisfaction in price, color, and style were reported as major problems when shopping.

Most respondents cared for their own sweaters and experienced most difficulty in shape retention and prevention of pilling.

Respondents suggested they needed to learn more about purchasing and caring for sweaters, reading and interpretation of labels, and selecting appropriate garments. Respondents in this study recognized a need for help with consumer problems. Learning opportunities can be provided in the home economics classroom and in the 4-H club and should be a part of the educational program for both girls and boys.

Attitudes Toward Self, Family and Society of Junior and Senior Boys and Girls in Evansville, Indiana. Beverly A. Buechele. Master's. Iowa State University of Science and Technology, November 1966. Interlibrary loan.

The purposes of the study were to determine attitudes toward self, family, and society held by junior and senior boys and girls enrolled in public high schools of Evansville, Indiana; to determine the relationships between these attitudes and the sex and grade level of the pupils, the schools attended, and the educational level and marital status of the parents; and to make recommendations for the curricular offering in family living in Evansville, Indiana.

A random sample of juniors and seniors in the five public high schools in Evansville, Indiana, responded to a questionnaire, an adaptation of two used in the Texas Cooperative Youth Study. It consisted of 81 items which formed ten scales. The data obtained from 513 completed questionnaires were analyzed both by item and by scale according to mean scores and by intercorrelating all variables for the total sample and for each school.

Findings indicated that Evansville youth had not yet formulated the attitudes investigated by the scales orientation to society, authoritarian discipline, criticism of youth, and family problems. The most positive attitudes were had for the scale, orientation to society; the most negative attitudes were on the scale, criticism of youth. Youth showed little or no concern relative to the attitudes expressed in the scales family tensions, personal adjustment, resentment of family life style, social conformity, financial troubles, and resentment of dependency. Girls more than boys tended to be more positive in their attitudes toward society and less authoritative in discipline of children. More concern was indicated by juniors than seniors about dependency on the family. When mean scores were examined by school, no sizeable differences in the attitudes of pupils were found. Among the relationship of the independent variables, the greatest impact was the educational level of parents. With increased educational level, there tended to be more positive attitudes toward society, peers, and discipline of children and fewer concerns about family tensions, family life style, social conformity, and financial troubles.

Expressed Needs and Attitudes of a Selected Group of Young Men and Women as a Basis for Curriculum Development in Home Economics. Betty L. Dietzman. Master's. University of Wisconsin, 1966.

The purposes of this study were: (1) to analyze responses of a group of young adults five and ten years after high school graduation to the question: "Judging from your own experience, what could the school do to prepare young people for marriage?" and (2) to make recommendations for curriculum development for secondary home economics. This question was included in a questionnaire developed by Dr. John W. Rothney for a follow-up of participants in the Wisconsin Counseling Study, five and ten years later, and was used with Rothney's permission.

Two hundred and fifty-two women (70% of those returning questionnaires) and 159 men (50% of those returning questionnaires) responded to the question studied. The area of relationships in the family was mentioned most often by both men and women. Next in frequency were the areas of family economics and child care and development. More specifically, respondents mentioned the following areas of study that schools could provide as preparation for marriage:

1. Expectations, marital adjustments, and roles in marriage.
2. Effective and realistic sex education.
3. Wise management of income, whatever the amount of income.
4. Development, care, and guidance of children.
5. The value of learning to manage a home.
6. Basic food preparation.

High school programs that are meaningful in relation to future needs of young women and men appear to be those that guide them to cope realistically with problems and to assume responsibilities which will be theirs later. The development of personal values and goals that can give direction to present and future activities appears to be a desirable objective for home economics programs that will have life-long value for learners. Home economics teachers who select content, methods, and media with long-term goals of students in mind will be likely to make effective contributions to lives of students.

A Follow-Up of Paulding County High School Girl Graduates, 1956-1958-1960, with Implications for Home Economics Curriculum. Olivia Turner Gandy. Master's. Ohio State University, 1966. Interlibrary loan.

The purpose was to ascertain homemaking problem areas of girls five to ten years following high school graduation. Advanced home economics girls reported home economics classes as chief source of help; those with less or no home economics reported more reliance on trial and error and mothers as source of help.

Development of a Home Economics Unit for Junior High School Educable Mentally Handicapped Girls in Charlotte, North Carolina. Shirlene Royster Grigg. Master's. Winthrop College, May 1966. Interlibrary loan.

The study was designed to develop, use, and evaluate a home economics unit for educable mentally handicapped (EMH) girls of junior high school age. The unit was planned to provide satisfying and successful experiences to facilitate social adjustment, and to encourage EMH girls to remain in school.

An experimental group of nine eighth and ninth grade EMH girls, ages 14 to 16 with an IQ range of 48 to 85 was selected. The control group was a class of eleven seventh grade girls, ages 12 to 14 with an IQ range of 45 to 85. The Mooney Problem Check List, Junior High School Form, was administered orally to both groups prior to development of the unit, and again to both groups after the unit was taught to the experimental group.

The home economics unit included in the thesis was based on the problem areas identified by pretest scores on the Problem Check List. The pre- and post-test scores from the experimental and control groups were compared for percentage changes in number of problems within areas of the Problem Check List. Other evaluative evidences were obtained throughout the time while the unit was being taught.

A decrease in the number of problems was noted in the experimental group, ranging from 21.4% to 38.8%. The change in the control group ranged from 3.9% increase to 23.5% decrease.

The EMH girls responded favorably to programmed instruction booklets on laundry and housekeeping, a variety of visual teaching aids, and dramatizations. Parents reported successful achievement at home of a simple performance test.

Homemaking Interest and Intelligence of Secondary Students Who Choose or Reject the Study of Homemaking. Phyllis A. Hadfield. Master's. Southern Illinois University, June 1966. Interlibrary loan.

The study was designed to explore the relationship between the intelligence quotients of students who chose or rejected the study of homemaking and between homemaking interest and intelligence.

IQ scores were obtained from school records and a test based on attitudes toward twenty-five specific areas of homemaking was developed to measure homemaking interest. Students from two high schools, with enrollments of under 200 and approximately 2000, served as subjects.

No significant difference in intelligence was found to exist between homemaking and non-homemaking students in the small high school. However, a difference significant at the .01 level was found in the large school. No significant relationship was found between interest in homemaking and the number of years of homemaking study. Significant changes in areas of homemaking interest were found from the freshman through the senior years at both high schools. The three topics maintaining the same reported degree of interest were "caring for personal appearance," "preserving food," and "art in individual and family life." The first had high interest rank while the latter two had low interest value.

The test developed appeared to have considerable value in the discovering of areas of interest in home economics classes. The research results indicated that secondary level homemaking students were likely to have a somewhat lower level of intelligence than students who were not enrolled in homemaking classes. This suggests a possible need to prepare secondary school homemaking teachers for the guidance of slow learners.

Development of a Housing Curriculum on Four Grade Levels in a Secondary School. Bettie Clyde Mattinson Herring. Master's. Texas Woman's University, August 1966. Interlibrary loan.

Boys and girls in a public high school were asked for background information on their family housing, money management practices related to housing, their roles in family housing decisions, and the housing values they held.

Four tests, one at each grade level, were designed to measure housing knowledge and the relationship of housing to the family. Each test was administered as a pre-test, and as a re-test following the teaching of housing units. Data analysis revealed highly significant differences in mean scores at each grade level.

Education beyond the high school was a goal of a majority of the students. Findings which have implications for the development of teaching units in housing were: (1) a majority of the homes in which the students' families lived were over 15 years old and lacked many of the conveniences considered desirable; (2) about one-half of the families owned their homes with the majority being located in the country; (3) most of the students indicated their homes to be very satisfactory, but half of these wanted their future homes to be entirely different from the present ones; and (4) a majority of students desired their future homes to be located in the suburbs and to have many conveniences: wall-to-wall carpeting, air conditioning, automatic kitchen and laundry equipment, three bedrooms, two bathrooms, family room, and separate living and dining rooms.

Resource Unit for Introducing a Beginning Ninth Grade Home Economics Course. Judith Kemmer Heuser. Master's. University of Wisconsin, 1966.

The purpose of this study was to develop resource material for an introductory unit in a beginning home economics course at the ninth grade level. The purposes of the introductory unit were to stimulate pupil interest in home economics, achieve pupil orientation to the conceptual approach to learning, and achieve teacher-pupil orientation to the learning situation as a basis for cooperative planning during the first weeks of the course.

The investigator, a pre-service teacher, had noted that home economics education textbooks and curriculum guides tended to give only very broad suggestions, if any, for introducing beginning learners to the concept approach. She was aware that few beginning teachers have had experience with the first few weeks of the school year, since the student teaching experience does not usually begin that early in the year. Her concern was, therefore, that few beginning teachers have specific resources for help in beginning the school year. The resource unit developed in this study could serve as a means for acquainting students with over-all goals for the year as well as with the idea of concepts as vehicles for learning. From it a teacher could select those portions appropriate for a specific group of learners.

Objectives for the resource unit were: (1) gains a growing appreciation of the joys and satisfactions of family living and homemaking; (2) recognizes a need for studying home economics as a preparation for family living and homemaking; (3) gains a deepening understanding of the meaning of home economics education and the way in which various areas of home economics are related; (4) is aware of relationships of classroom learnings to aspects of daily life; (5) seeks to be a successful family member today; (6) begins to see relationship of present homemaking skills to family in future; and (7) helps to plan a year's course of study based on own understanding of home economics.

Evaluation of learning was planned to occur during the unit and throughout the year, since objectives identified had both short- and long-term dimensions.

Curriculum materials that have a broad base in the concept approach are needed to facilitate planning by both experienced and inexperienced teachers so that maximum learnings by pupils can occur. The inexperienced teacher may find carefully prepared resource materials to be of major assistance as she begins the critical first year of teaching.

Developing the Home Experience Program as an Integral Part of the Curriculum. Betty Jo Hicks Hill. Master's. Southern Illinois University, June 1966. Interlibrary loan.

The aim of the study was to improve the home learning experiences of students by using better methods in interpretation, planning, recording, and evaluating.

The experimental group consisted of the Homemaking I class in Unit School District #5, Carterville, Illinois. A home experience program was planned to co-ordinate with the ninth grade curriculum, which was based on the Illinois Curriculum Guide. An informative letter explaining the home learnings was sent to parents at the beginning of the school year. The Mooney Problem Check List, High School Level, was used to discover the problems of the students.

Evaluation was by means of checklists, conferences, and home visits. Conclusions drawn were that the data from the Mooney Problem Check List gave a better understanding of student problems so that home experiences could be better chosen, executed, and evaluated; and that individual conferences gave students an opportunity to discuss their problems in relation to their needs and interests. Follow-up conferences gave students the chance to clarify additional problems encountered in the experience. The specific home experience record forms designed and used in the study helped the students to develop their ability to think and thus enabled them to see the relationship between classroom learnings and home experiences. Oral reports presented to the class upon the completion of the experiences were met with interest and enthusiasm. Home Experiences are now an integral part of the researcher's home economics program, class time is devoted to conferences if needed, and the classroom teaching has been improved and enriched to help students meet some of their needs and problems.

Family Life Education Courses: A Comparative Survey of 1955 and 1966 in Selected Vocational High Schools of Illinois. Rosalee B. Ingram. Master's. Southern Illinois University, August 1966. Interlibrary loan.

The purposes of the study were to determine what changes had been made in family life education in vocational high schools in Illinois since 1955; to discover what teaching methods, materials, and techniques were being used in family life education classes in Illinois; to complete a bibliography of currently used teaching materials for family life classes; to offer guidance to teachers; and to improve the author's competence in teaching family life education.

Data were obtained by means of a questionnaire. Names of schools offering courses in family life education were received from the State Supervisor of Vocational Home Economics. Each of the 171 schools was sent a questionnaire. The data collected were compared with the results of a similar study done in 1955.

The following general trends in 1966 as compared to 1955 were revealed: more and larger schools were offering family life education; more interest-areas such as sex education and money management were being taught with fewer units in clothing and textiles, and foods; and a larger percentage of schools were using films and filmstrips than in 1955.

Considerations in Planning a Home Economics Curriculum by Teachers Working Overseas. Jean Scheuffler Johnson. Master's. New York State College of Home Economics, Cornell University, September 1966. Interlibrary loan.

The purpose was to examine constant and variable factors relevant to curriculum planning in a cross-cultural teaching-learning situation, to delineate principles helpful in developing curricula in other cultures, and to provide examples of the application of these principles in one area of study.

Methods included library study of effects of culture on education of individual and variable factors involved in curriculum planning; library and personal experience study of two countries, Ghana and Thailand; and extrapolation of principles of curriculum planning relevant to both countries.

Curriculum development is affected both through content and method according to the country in which it takes place. The concepts in a subject area may be considered universal but the choice of meaningful generalizations will vary with the culture. Similarly the choice of objectives, learning experiences and means of evaluation must vary with the culture, depending upon the previous experience of the students, available resources, norms of the particular educational system, customs, and mores.

Principles regarding the construction of curriculum were developed using many examples from home economics instruction in Thailand and Ghana. An application of these principles was developed in the area of work simplification with examples of curricula suitable for use in USA, Ghana, and Thailand.

A Food and Nutrition Unit for a Homemaking I Curriculum with Emphasis on Critical Thinking. Louise P. Johnson. Master's. Southern Illinois University, August 1966. Interlibrary loan.

The purpose of this study was to plan a Homemaking I curriculum directed toward the development of critical thinking. A Food and Nutrition unit was chosen because the students displayed faulty eating habits, poor buying practices, and unwise food choices. The hypothesis was that students who were taught the method of problem solving and who were encouraged to develop clear concepts and formulate generalizations in their first year of homemaking would show improvements, as measured by testing, in their ability to think critically at the end of the school year.

The samples were the Homemaking I class of 1964-65 of Miles High School, Union City, Tennessee, as the control group; and the Homemaking I class of 1965-66 of the same school as the experimental group. The investigator planned and taught the experimental unit in which concepts and generalizations were emphasized and problem solving was kept in the foreground.

The control class was taught by the teacher's prior method of recitation, memorizing, recall questioning, and answering. The Watson-Glaser Critical Thinking Appraisal was given to both groups at the beginning and end of each school year. The Terrass Application of Principles Test was given to each class at the beginning and end of the food and nutrition unit.

Results of the tests showed that there was some improvement in the students' ability to do critical thinking after the experimental unit was taught. The experimental class scored lower on all the beginning tests than the control class and higher on all the end tests than the control class.

Reactions of Selected Groups to an Audio-Visual Presentation of Five Occupations of the Home Economics Wage Earning Program. Jessie Joyce Knight Kilian. Master's. Texas Technological College, May 1966. Interlibrary loan.

A colored slide and tape recorded series explaining five occupations of the gainful employment program in vocational home economics was developed. These were evaluated to (1) determine information recalled after viewing the series, (2) draw conclusions regarding indicated interest in the illustrated occupations, and (3) make recommendations for increased use and effectiveness of the presentation.

Respondents were 298 ninth-eleventh grade girls chosen randomly from six selected schools in Lubbock County, Texas, and 131 administrators, counselors, home economics and other teachers enrolled in summer classes at Texas Technological College or employed in the six selected schools. A 20-item Reactionnaire was designed to evaluate the three-fold purpose of the study. Adults completed a supplementary sheet pertaining to using the series. Percentages of respondent groups selecting alternatives on the Reactionnaire and supplementary sheet were determined. Significant differences were computed using the standard error of a percentage and the standard error of the difference between two percentages. The table of probabilities associated with t ratios was used to compare the significant differences between two percentages.

Analysis on recall of information showed method of presentation and extent of explanation produced significant differences, whereas content produced no significant differences. Evaluation of student interest in the five occupations showed a significant difference in the youth-related as compared to the non-youth-related occupations. Pertaining to effectiveness of the series, students desired more occupational information, while adults requested further information on initiating and administering wage earning programs. Adults selected "motivating future trainees" as the most useful school-related purpose for the series.

Some Attitudes and Interests of High School Girls in Tallassee, Alabama in 1965-1966. Gwendolyn Ruth Kinsey. Master's. University of Alabama, August 1966. Interlibrary loan.

The attitudes and interests of 297 high school girls in Tallassee, Alabama, were studied by a questionnaire technique. Most of these girls, from 12 to 19 years of age, were born in Alabama.

Less than one-half of the parents had a high school education. One-half of the mothers worked outside the home and 85.5% of the fathers were employed in non-professional occupations. Leisure time activity of most of the girls was watching television 3 to 4 hours per day. Swimming was the favorite recreation of two-thirds of the girls. Popular music was preferred by 93.3% of the girls. The number of girls who played musical instruments declined with age. More girls preferred to cook than to sew. Of the 85.8% who had chores to do at home, 45.1% enjoyed them.

English was one of the favorite subjects. Novels and true confessions were the most frequent choice of reading. Over three-fourths of the girls rated their teachers as understanding. At least 50% of the girls stated that they wrote down class assignments and then did them.

Several friends, rather than one, were preferred by three-fourths of the girls; few expressed discrimination either for women or race. Parents were the persons to whom they would go with a problem. If and when money was given to them, 84.5% would purchase clothing.

Future plans included: (a) secretarial or business courses by 64 girls; (b) para-medical careers by 45; and (c) education courses by 39. Almost half planned to attend college.

An Exploratory Study of the Relationships Among Interest, Level of Aspiration and Performance in a Narrow Range of Interest-Related Subject-Matter. Carolyn Anne Lettieri. Master's. New York State College of Home Economics at Cornell University, February 1966. Interlibrary loan.

Exploring relationships within a motivational system, it was hypothesized that (1) realistic goals would show greater relationship to performance than would interest, (2) intrinsic goals would be better predictors of performance than extrinsic goals, and (3) a high degree of sustained interest would aid in attaining goals.

Hypothesized relationships among interest, level of aspiration, and performance were tested using clothing as the area of interest, design principles as the subject matter. The Maitland Graves Design Judgment Test measured performance; a Likert-Type Clothing Interest Test (reliability .85) devised by the author measured interest. A questionnaire elicited intrinsic and extrinsic aspirations.

Instruments and teaching methods were pretested on 86 high school freshmen girls enrolled in a required art course. An additional 110 girls comprised the experimental group who were pretested, presented a series of four one-hour lessons on principles of design, and retested.

Sub-groupings related to realism and focus of aspiration and to amount and direction of interest change were identified. Pearson Product Moment correlations between interest and aspiration change scores, performances and initial interest scores, initial goal discrepancy and initial aspiration scores were computed for total group and sub-groups as appropriate. T-tests for significance of difference in means and percentages were used for each combination of sub-groups.

No relationship was found between change in interest and change in extrinsic aspiration. Neither extrinsic nor intrinsic aspirations, nor initial interest correlated with performance. Findings suggest a positive relationship may exist between decrease in interest and decrease in intrinsic goals. Students with increased interest after instruction performed slightly above and those with decreased interest slightly below students maintaining stable interest.

Employment Opportunities in the Pittsburgh Area for Girls with Sewing Skills. Mildred Luckhardt. Master's. Carnegie Institute of Technology, May 1966. Interlibrary loan.

The purposes of this study were the determination of present local employment opportunities for persons with semi-skilled and skilled sewing skills; the collection of evidence of the desire by homemakers for sewing service; and the recommendations of course content for high school classes in Pittsburgh.

Twenty-three employers of persons with limited skills, or those who maintained factory-like operation, were interviewed. From these data it was concluded that the supply of employees needed yearly was relatively small, that training was not always considered a necessity, and that the age of most of the employees was over thirty-five. It was believed that Pittsburgh Public Schools' present industrial sewing program was adequate to meet these needs.

Employers of persons with advanced sewing skills were also interviewed. These included large department store workroom supervisors, dressmakers, and tailors. From these data it was concluded that employers were apprehensive about the future supply of trained personnel. Persons presently employed were trained in long apprenticeship programs in other countries. Employers expressed a desire to cooperate in developing courses to train girls and to adjust their operations to the degree of skill developed in the schools. A need for such cooperative effort was expressed by union heads, who were also interviewed.

A questionnaire was sent to a random sample of local alumnae of Carnegie Institute of Technology and members of Allegheny County Federated Women's Club. Data from approximately 200 questionnaires showed that over half the women with above average income (over $15,000) wanted sewing service on an irregular basis. It was not assumed, however, that desire for service constituted job opportunities. It was recommended that further study of the cost of such service and means of expediting employment would have to be made before courses were designed.

Connotative Meaning Structure of Home Economics and Related Concepts Assessed in Two Cultures. Chiyono Matsushima. Doctoral. New York State College of Home Economics, Cornell University, June 1966. Microfilm.

This study was concerned with connotations of home economics and related concepts for professional home economists and home economics students in United States and Japan.

The sample included: 210 American students (Cornell freshmen); 117 American teachers (summer school students in four colleges); 299 Japanese students (freshmen in two universities in Tokyo); and 153 Japanese teachers (conference participants).

Semantic differential format was employed with 16 concepts (home economics and four groups of related concepts) and 15 scales (representing both Osgood's standard dimensions), and others selected through pretesting. English language was used for Americans, and Japanese language translation-equivalents of English terms for Japanese sample.

Meaning dimensions were identified by varimax-rotated principal component factor analysis and compared across subgroups by coefficient of factorial similarity. D-measure was used to isolate clusters of concepts with similar meanings, and t-tests to compare subgroup means both across and within cultures.

Meaning structure common to all subgroups had three dimensions: evaluative (interesting-boring, sharp-dull, deep-shallow), security (easy-hard, changeless-changeable), and rationality (emotional-rational, nonscientific-scientific, or unstable-stable). American subjects judged most concepts to lie in the interesting-easy-rational sector. Sewing, cooking, and homemaking were seen by Americans as more similar in meaning to home economics than were clothing, nutrition, home management, and family relationships. These latter concepts, except family relationships, were closer to home economics than were traditional concepts for Japanese subjects. Home economics was associated more closely with sociology and chemistry than with art across cultures and subgroups.

Significant differences between concept means were more common across cultures than within cultures; American and Japanese teachers gave more similar judgments than did students of the two cultures.

Need for Teaching Home Economics Students an Awareness of the Water Pollution Problem. Mary Ada Parks. Master's. Southern Illinois University, July 1966. Interlibrary loan.

The problem was to determine the awareness and reaction of homemakers in the Anna-Jonesboro community to the pollution problem in water, and to ascertain their detergent using habits. Hypotheses tested were: (1) some of the information discussed with home economics students is shared with their mothers, (2) homemakers realize the existing pollution problem, but not personally, (3) few homemakers would change their present habits even if they received an explanation of the pollution problem, and (4) preference of homemakers for certain brands of detergents is related to sudsing ability.

Data were obtained by comparing the questionnaire answers of 47 Home Economics III students, who had studied the relation of detergents to water pollution, with the interview answers of 60 homemakers who were mothers of Homemaking I and II students. These samples represented about 24% of the total number of homes having children in high school.

Data indicated that two out of three students had discussed detergent pollution at home, but only 10% of the mothers then made a change in detergent brands. Only 23% of the homemakers felt water pollution affected them personally. Ninety per cent of the homemakers interviewed stated they would change detergents, but this willingness seemed questionable. Homemakers seemed to be conditioned to prefer suds from their detergents. The study indicated that not only is an awareness of the problem needed, but that awareness must be related to the community and to individual homes. Although students did share learnings with their mothers, many women still go uninformed which seemed to indicate a need for adult education in the area of water pollution.

Experiences of Iowa Junior High School Pupils in the Area of Family Housing. Charlotte Dorothea Schwieger. Master's. Iowa State University of Science and Technology, May 1966. Interlibrary loan.

The purposes of the investigation were to identify the experiences of Iowa junior high school boys and girls in the area of family housing, and to determine the differences in responses according to grade level, sex, and working status of the mother.

A random sample of 475 junior high school pupils from 20 Iowa schools provided data by means of a questionnaire designed to discover pupil participation in the following aspects of family housing: household tasks, safety practices, selection of home furnishings and household equipment, remodeling and rearranging activities, family activities for fun, entertainment activities with friends, places where friends are entertained, collections, individual leisure time activities, use of the bedroom, items made for the home, and storage. Data were analyzed according to sex-grade groups and working status of the mother. Comparisons by item were made based on frequencies of response. Items varying by fifteen per cent were recognized as differences characteristic of the groups.

More than half of the girls and less than half of the boys often participated in about three-fourths of the household tasks listed. More eighth- than seventh-grade girls participated in the tasks; whereas, the reverse was true for boys. Regardless of grade level, half of the pupils participated in about half of the safety practices with girls being slightly more safety-oriented than boys. Sixty per cent or more of the boys had selected recreational equipment. About the same per cent of girls had selected grooming equipment. Eight per cent of all groups entertained friends at home by watching television and eating.

Pupils whose mothers worked for pay outside the home did not carry more responsibility for household tasks or participate less in family activities than did those whose mothers did not work.

Selected Values of Concern to Adolescent Girls. Mary Lois Scott. Master's. Texas Woman's University, August 1966. Interlibrary loan.

The purposes of the study were: (1) to find out the students' identification of their own values in eight areas of concern (education, friendship, self-understanding, citizenship, home and family life, respect for the individual, health, and becoming mature); (2) to determine whether or not conflicts exist between stated values and actual values; (3) to ascertain whether or not values can be strengthened by special teaching methods; and (4) to relate the values and concerns of the participants to the socioeconomic status of the girls' parents.

Two survey forms were administered to 85 homemaking students; the Bateman Survey Form for Girls, and Survey of Selected Values of Concern to Adolescent Girls designed by the author. The latter instrument was administered before and after the teaching of a unit designed to strengthen students' values. The t-test was used to analyze the statistical significance of differences between pre-test and retest mean scores. Coefficients of linear correlation were determined for Homemaking I, II, and III groups between each of the eight values and the age of the student, the education of the parents, and the occupational classification of the father.

The results of this study indicate that teaching methods used in high school homemaking courses may be of significant influence in strengthening the values of education and self-understanding for homemaking students at all levels. Data suggest that the values of students are arranged in a fairly consistent hierarchy subject to little change in order, though individual values within the hierarchy were strengthened following the teaching of the unit.

Relationship Problems Experienced in the Home by Iowa Junior High School Pupils. Elaine J. Scribbins. Master's. Iowa State University of Science and Technology, November 1966. Interlibrary loan.

The objectives of the study were to discover the relationship problems experienced in the home by Iowa junior high school boys and girls, discover degree of concern related to the problems, determine whether differences existed in the problems recognized according to grade and sex of pupils, and make recommendations for homemaking curriculum at the junior high school level.

To meet the objectives, two questionnaires were developed: a free response instrument and a check-type questionnaire. The second, developed from the responses obtained on the free response instrument, was used to collect data from the sample. Thirty schools, randomly selected, were asked to participate. Eighteen pupils from each school were randomly sampled based on stratification by grade level and sex. Useable data for analysis was obtained from 369 questionnaires from 23 schools. Mean scores were computed for each of the 58 problems on the questionnaire for each of the six sex-grade groups and were tested for differences by analysis of variance.

The 58 problems were grouped according to their relatedness to nine subject-matter areas included in the homemaking curriculum. Each of the six sex-grade groups reported at least one problem in each area at a level of concern considered sufficient to be included in the curriculum. This would indicate that the study of family relationships should be an integral part of many different homemaking units. The area of highest concern was sibling relationships. Twenty-one of the fifty-eight problems had differences by sex, indicating the need for separate homemaking classes for boys and girls.

An Investigation of Old Town Ninth Grade Pupils' Interests in Topics Included in the Maine Revised Personal and Family Relationships Curriculum Guide. Marjorie Diane McGuire Seaward. Master's. University of Maine, August 1966. Interlibrary loan.

The purpose of the study was to investigate the personal and family relationships curriculum concerns of a group of ninth grade homemaking pupils enrolled in a junior high school in Maine. Methods used included a questionnaire, focused personal interviews, and rank order importance ratings of topics included in the Personal and Family Relationships Revised Curriculum Guide.

Following the construction and administration of a questionnaire to gather background information concerning ninth grade pupils, a population of 40 homemaking pupils was randomly selected and individually interviewed. Tape recorded interviews were begun by asking pupils to suggest personal and family relationship topics which they believed ninth grade pupils needed to study in homemaking classes. Later in the interviews pupils were given cards upon which were listed the topics of study from the Guide. Interviewees were asked to comment on these topics. When finished commenting, pupils were asked to arrange the cards in the order they considered the topics important. Pupil opinions from these three sources were studied and comparisons made.

The opinions given by pupils included in this study showed topics concerning the home and parents to be of greatest concern. Comparison of the arithmetic means of topic importance ratings by pupils from different backgrounds revealed no ratings peculiar to a specific characteristic.

From this study it was concluded that the topics included in the Personal and Family Relationships Revised Curriculum Guide satisfied the concerns of the population consulted. However, individual differences were present and should be kept in mind by the homemaking teacher.

Home Experiences as Determinants in Family Living. Mary Helen Sledge. Master's. Oklahoma State University, 1966. Interlibrary loan.

The purposes of this study were to: (1) determine if home experiences carried out as a part of classroom activities were being incorporated into home practices which contribute to home and family living of the individual for three groups--students enrolled in Homemaking Classes I and II, adults enrolled in Homemaking Classes for Adults, and former homemaking students; (2) identify strengths and weaknesses in the local Home Experience Program; and (3) formulate proposals for future development of the Home Experience Program.

The study was limited to: (1) students enrolled in Homemaking Classes I and II at the Smackover Training High School for the term 1964-1965; (2) adults enrolled in Homemaking Classes for Adults for the term 1964-1965; and (3) former homemaking students who have married and established homes in the community.

Devices for collecting the data were: (1) direct observation, (2) homemaking department records, (3) observation cards, (4) rating scales, and (5) answers from a questionnaire distributed to former students.

After planning and carrying out home experiences and/or home practices as a part of classroom activities, evidences of improvement and continued use of learnings and skills were observed as contributing to home and family living of students and adults enrolled in homemaking classes. More than nine-tenths of the former students reported that they continued to use skills acquired in Family Meals and Clothing; seven-eighths to use skills in Housing; four-fifths in Child Care; three-fourths in Relations; and three-fifths in Management.

More classroom activities and home experiences should be planned emphasizing Cleanliness, Orderliness, Management, and Aesthetic family values. Revised rating scales should be used to obtain more objective evidence of home experiences being incorporated into home practices by students and families. The findings of this research appear to have implications for teachers, parents, and students concerned with improving home and family living through home experiences.

Experiences with Clothing of Iowa Girls Grades Eight through Twelve. Audrey Swanson. Master's. Iowa State University, August 1966. Interlibrary loan.

Purposes were to discover kinds and frequency of experiences Iowa girls in grades eight through twelve have in alteration, care, construction, purchase, and storage of clothing and to study relationships between experiences and seven variables.

A questionnaire was used to discover pupil participation in 91 clothing experiences. Questionnaires were administered to a random sample of Iowa schools, stratified according to school district population and secondary enrollment, and a random selection of pupils within grades. Data were analyzed from 447 respondents giving a return of 97.3%. Intercorrelations among all items of clothing experiences were examined. Four large clusters and 15 one-item clusters were formed.

Mean scores for clothing construction indicated girls were seldom constructing and were having fewer experiences in this cluster than in care and storage, purchase, and general clothing clusters. Girls were seldom and occasionally having experiences in care and storage, purchase, use of catalogs and fashion magazines and general clothing experiences, with slight variations within grade levels. Girls, on an average, were not using charge accounts. Eighth through tenth grade girls were having more clothing experiences in care and storage of clothing than in any other area. Eleventh and twelfth graders were having the most experiences in the purchase area.

In all grades, the more a girl constructed clothing the more she tended to have the experiences in care and storage of clothing (excluding twelfth grade) and general clothing experiences. The care and storage cluster correlated significantly with the general clothing experiences in all grades and with the purchase of clothing (excluding the tenth grade). The general clothing cluster correlated significantly with the three main clusters, except at the tenth and twelfth grade for the purchase cluster. Eighth grade girls using catalogs and fashion magazines tended to have the experiences in the general clothing cluster. Use of catalogs and fashion magazines correlated significantly with the purchase cluster in grades eight through eleven. Eighth and eleventh graders using charge accounts tended to be using catalogs and magazines in the purchase of clothing.

An Exploratory Study of the Social Position of Ninth Grade Girls in Relation to Their Homemaking Interests. Phyllis Jeanne Taylor. Master's. New York State College of Home Economics, Cornell University, September 1966. Interlibrary loan.

The purpose was to investigate the social position of ninth grade girls in one school and their expressed interests in homemaking, and to determine whether pupils of lower social position preferred present-oriented action-centered activities.

Subjects were 186 ninth grade girls at T. C. Williams High School, Alexandria, Va. Instruments were developed by author and pretested at George Washington School, Alexandria. The X-TAB computer program and chi-square test were used for data analysis.

Findings included the following: the ninth grade population of 186 girls studied was about evenly divided between upper and lower social positions; significantly more subjects of lower social position came from crowded homes and non-intact families, were presently enrolled in homemaking courses, and were interested in vocational job training. There were no significant differences in the interests of subjects from different social groups in active and static homemaking activities, or in present- and future-oriented homemaking activities; more of the subjects in all groups preferred active, present-oriented homemaking activities. There were significant differences in interest among subjects of the five social positions in five of the seven subject areas. However, there were significant differences between subjects of upper and lower social positions only in the areas of housing, home nursing, and management with the majority of interest from subjects in the lower social positions. Subjects from all social positions indicated that they were "very interested" in personal and family relationships.

It was concluded that social position is not a determining factor in the type of activity preferred by pupils of this age group, although social position apparently affects interest in homemaking courses both for general and job training purposes.

Influences Affecting an Adolescent's Choice of Career and Implications for Home Economics. Betty King Unger. Master's. Carnegie Institute of Technology, May 1966. Interlibrary loan.

The purpose of this study was to determine the influences that were most important in determining an adolescent's career choice. The three principle areas examined in this study were: Personal Endowment, The Role of the Family and Social Class, and Other Influences Outside the Home. Each main area also included smaller areas of influence.

The investigator searched the literature in the fields of Education, Educational Psychology, Psychology, Sociology, Guidance, and Home Economics.

All data collected were evaluated and categorized according to the type of influence. Very little information was available in home economics. Therefore, it was necessary to adapt general career information to this area.

The conclusion reached in this study was that there is no single influence or decision that determines the final choice of a career. It evolves from many decisions over a period of years, and is a result of compromise between an individual's abilities and interests, and the opportunities available. There is, however, a combination of three influences that intertwine to exert the greatest effect upon career choice. They include mental ability, the school, and parents in the order stated. A long range program should be mapped out cooperatively by the adolescent, her parents, and the school to plan ahead toward a career for which the girl is best suited.

Home economists in all areas should create an opportunity for the adolescent girl to work with people in the various areas of the field, in order that she have the opportunity to become familiar with the many opportunities in home economics.

An Investigation of Concepts in Home Economics Appropriate for Boys at Winnequah Junior High School, Monoma, Wisconsin. Barbara Ann Voss. Master's. University of Wisconsin, 1966.

This study was designed to gain insight into the concepts in home economics which would be appropriate as a basis for the home economics portion of the Related Arts program for junior high age boys, and to develop a four-week course to be taught at Winnequah Junior High School, Monona, Wisconsin. Because of the unique purposes for the Related Arts program, objectives identified for any portion of the program were those that would guide students to attain overall objectives for the total program. For example, a refinishing project planned and carried out in home economics related specifically to the use of materials and equipment which fulfilled an objective of the total Related Arts program. Experiences were related to the concept of allocation of human resources, a phase of home management.

A preliminary survey of programs in home economics for junior high school boys in seven midwestern states revealed that areas of learning included in the majority of programs centered around family meal management and nutrition, personal and family relationships, management, and consumer education. Problems encountered by teachers in programs for boys centered around negative attitudes of both parents and teachers as well as of the students themselves.

Objectives for the home economics unit developed in this study were concerned with relationships between decision-making, problem-solving, and management; personal and family values and goals; caring for equipment, tools, and supplies; importance of meal management to the family; and skill in applying management principles in planning, preparing, and serving simple meals, or in assisting with food preparation in the home. Learning experiences were provided to guide students to see relationships between and among major areas of learning in the unit. The support and interest of parents was solicited by means of an explanatory letter sent to all parents of prospective students prior to the unit. In general, attitudes were favorable.

Observations by the teacher throughout the unit, together with test-retest results, indicated interest of students in the content of the unit, new awareness of basic management principles and how these apply to aspects of daily personal and family living, and a rather high degree of enthusiasm for learning experiences provided.

Wage-Earning Training in Anna-Jonesboro Community High School with Implications for Home Economics Related Jobs. Inez K. Waechter. Master's. Southern Illinois University, August 1966. Interlibrary loan.

The purpose of this study was to determine the feasibility of incorporating a wage-earning program in the Home Economics Department of the Anna-Jonesboro Community High School, Anna, Illinois. Objectives were to determine the extent of the need for and the interest in wage earning in that high school and to analyze and interpret the data relative to the need felt for incorporating a food service wage-earning program in the school.

A questionnaire was developed for data gathering, and 266 sophomores and juniors were surveyed.

The survey did reveal that students would be interested in a wage-earning program in the high school. The expressed interest of sophomore students did not decrease as their IQ's increased, but the surveys filled out by juniors supported the hypothesis that interest would decrease as IQ increased. As family income increased, expressed interest was found to decrease. Interviews with food service personnel in the community resulted in offers of fifteen jobs which could be used as training stations for students in the program. In general, the study results supported the desirability of expanding the existing gainful employment program of the school.

An Exploratory Study of Knowledge in Child Development and Guidance Needed by Mothers and Workers in Occupations Related to Child Care. Ruth E. Whitmarsh. Doctoral. University of Illinois, June 1966. Interlibrary loan. (American Vocational Journal, Vol. 41, No. 7, October 1966, pp. 38-39, and Illinois Teacher of Home Economics, Vol. X, No. 3, Winter 1966-67, pp. 58-65.)

This study was made to ascertain the knowledges in child development and guidance needed by mothers and by employees in selected occupations related to child care, and to identify those which are unique to the mother role and to the employee role and those which are common to both.

A questionnaire was developed to ascertain the needed knowledges in child development and guidance. Twenty mothers of preschool children and 10 college child development specialists were interviewed to obtain opinions concerning the knowledges in child development needed by mothers; 20 day care foster mothers and 10 social workers employed by the Illinois Department of Children and Family Services were interviewed to obtain opinions concerning knowledges in child development needed by day care foster mothers; 20 day care center directors and 10 day care licensing representatives were interviewed to obtain their opinions concerning knowledges needed by day care center workers. Each of the 90 individuals interviewed assigned a score to each of the items on the questionnaire, using a five-point, continuous scoring scale. Day care center directors were also asked their opinions concerning the job of day care center assistant, making a total of 110 questionnaires included in the analysis.

The t-test and analysis of variance were used to ascertain whether or not there were significant differences between and among means on the items, individually and collectively, as scored by the various groups. The method of computing simultaneous confidence intervals was used to ascertain which group means were significantly different on each of the 68 items.

The analysis of the data revealed that (1) there were no statistically significant differences between professionals' and practitioners' assessments concerning the depth of understanding in child development and guidance needed by mothers and employees in three occupations related to child care, (2) workers in two jobs in day care centers need different amounts of knowledge in child development and guidance, and (3) mothers and workers in occupations related to child care need different amounts of knowledge in child development and guidance. The analysis of the data revealed a large core of knowledges needed in common by the mothers and all groups of workers included in the study.

Interrelationship of Concept Learning in Junior High School.
Margaret R. Winn. Master's. University of Wisconsin, 1966.

Home economics at the junior high school level has as two of its purposes to help students with certain immediate living problems and to help them identify and comprehend basic principles which can have life-long application. The purpose of this study was to discover interrelating concepts in the areas of home economics and industrial arts, and home economics and mathematics, and to identify fundamental principles permeating the three fields.

There were two separate aspects of this study. Following a plan for cooperative teaching, teachers of industrial arts and home economics exchanged classes for a short period of time. Boys studied basic nutrition, kitchen equipment, and clothing care with the home economics teacher; girls studied small tools, wood, and home safety with the industrial arts teacher. In each case concepts that had broad application in a variety of situations were included as the major focus for learning.

In a plan for correlated teaching the home economics and mathematics teachers focused major attention on the same basic principles concurrently. The home economics teacher emphasized the importance of mathematics in the daily living of the family and the individual. Assignments were based on determining meal costs; comparative costs of fresh, frozen, and canned goods; and comparative costs of food items in area stores. The mathematics teacher used home economics subject matter as a vehicle for teaching mathematics concepts. Class work dealt with the cost of feeding a family and furnishing a home.

Concepts related to appropriate use and care of equipment, to health and safety, and to wood and its use in man's surroundings have application in both industrial art and home economics settings. Concepts that may be interrelated in mathematics and home economics include: home management--budgeting, credit, interest, allowance; housing--upkeep, cost, furnishing; food--cost, pricing, quality; clothing--cost, comparative pricing, and quality; and time management. When students see these interrelationships learning may take on additional meaning for them.

While it will be some time before the total value of this program can be evaluated, the immediate estimate of the worth of the program has been most gratifying. Students, parents, the teachers, and the board of education have supported the program enthusiastically and funds have been provided to extend and expand it.

PROGRAM PLANNING - COLLEGE

A Study of Dropouts in the School of Home Economics, Ohio State University, Summer, 1963, Through Spring, 1965. Mary Lucile Burns. Master's. Ohio State University, 1966. Interlibrary loan.

The study was designed to discover and explore various factors which contribute to attrition in the School of Home Economics.

It was found that the periods of highest student attrition were following the first and third quarters. Curricular, academic, and personal factors were major reasons for dropping out.

The Relationship of Scores on a College Food Course Pretest and Certain Student Background Factors. Gwenzora Crawford Cooke. Master's. Ohio State University, 1966. Interlibrary loan.

The purpose of this study was to secure a prediction index for success on a college food course pretest. The factors showing greatest predictive value were scores representing the total food background, and the combination of one subscore from the total food background and the total score of one of two entrance examinations.

Professional Education of the International Home Economist. Martha Elizabeth Crawford. Master's. New York State College of Home Economics, Cornell University, September 1966. Interlibrary loan. (Mimeograph (4 pp.) available from Department of Home Economics Education, Cornell University.)

The purpose was to isolate concepts in home economics and education, understanding of which is thought to be an important contributor to effectiveness of overseas home economists.

A self-selected sample included 78 home economists with overseas experience from among approximately 200 contacted (foreign students and Americans in colleges and universities with large foreign student enrollment, and American home economists contacted individually).

The Q-sort technique was used. Subjects were provided a packet of 108 concepts, 18 from each of six subject areas; major source of concepts was curriculum resource material developed in USOE sponsored workshops. Subjects were instructed to sort concepts into nine piles, ranging from most to least important, each subject judging importance in context of her own overseas experience.

Mean scores were obtained for each concept for total sample and for subsamples as follows: (1) Nationality (American, non-American); (2) specialization (food and nutrition, education, other); (3) location of country of work (Near and Middle East, Far East, Africa, Latin America, Europe, Canada); and (4) human resource development level of country (4 levels). A correlation matrix was computed to compare concept scores assigned by each pair of sub-groups.

Sample means were computed for individual concepts and for those in each subject matter area; means were compared by analysis of variance and multiple comparison analysis.

Correlations ranged from .75 to .94 indicating relatively high degree of consistency in degree of importance attached to individual concepts by the several subgroups of subjects.

Among six subject matter areas, food and nutrition concepts as a group were rated significantly more important than others, while textiles and clothing, housing and design concepts were rated significantly less important. Eighteen of the 108 concepts were rated significantly higher than the lowest concept rating; 11 food and nutrition concepts were in high-ranking group.

Comparison of Home Economics Graduates and Dropouts from the Freshman Classes of 1959 and 1962. Maynette Derr. Doctoral. The Ohio State University, 1966. Microfilm.

The purpose of this study was to provide information regarding the factors which contribute to the attrition of students enrolled in the School of Home Economics at The Ohio State University. The study compared graduates and dropouts from two classes enrolled under different curriculum patterns.

Data were obtained from the University records and from mail questionnaires returned by 150 young women--64 graduates and 86 dropouts.

The attrition rates found were 55% for the class entering in 1959 and 67% for the class entering in 1962. The major reasons for withdrawal listed in order of frequency were: academic dismissal, transfer, marriage, financial difficulty, loss of interest, family responsibilities, and ill health.

Contrary to the reported results of some studies, educational goals and vocational plans were not significant factors in motivating the subjects to seek a college education. Social, economic, and family pressures appear to have been the most influential factors.

Significant differences between graduates and dropouts were found in two academic factors related to successful achievement. More graduates than dropouts were ranked in the upper third of their high school graduating class and in the first two classes on the Ohio State Psychological Examination.

Differences between graduates and dropouts were also found in two non-academic factors believed to be related to successful achievement. More graduates than dropouts indicated that they were satisfied with their college housing arrangements and with their total-academic and extra-curricular-college program.

Differences between the groups with relation to their reactions to their respective curriculum requirements were not conclusive.

A Study of the Small Home Economics Departments in the Catholic Liberal Arts Colleges in Relation to the American Home Economics Association's Proposals for Accreditation. Sister Mary Evan Griffith. Doctoral. Ohio State University, 1966. Interlibrary loan.

The purposes of the study were to study those aspects of the program in home economics departments in Catholic liberal arts colleges which would require most attention if the 1963-64 accreditation proposals of the Association were to be put into effect. An evaluation of each program by the department chairman in relation to the proposals was sought along with possible plans for strengthening the programs where needed.

Data were secured by means of two questionnaires from 54 departments. The problems anticipated were in the areas of curriculum, faculty, and facilities. In relation to the proposed accreditation criteria, the colleges more nearly satisfied root discipline requirements in the humanities than in either the social or natural sciences. The home economics core requirements in many departments failed to meet the proposed criteria, as did faculty qualifications.

Department chairmen submitted seven proposals as alternatives in meeting the proposed criteria if accepted by the Association. The writer concluded the departments in question would make the necessary adaptations to meet standards as set by the profession.

Concept Development of College Students Exposed to Systematic, Organized Learning Experiences in Family Relationships. Helene Perry Hoover. Doctoral. Oklahoma State University, 1966. Interlibrary loan.

Purpose of the study was to determine whether or not a concept approach to teaching, developed by the investigator, resulted in the ability of students to develop conceptual understandings and if factors other than learning experiences were related to concept development.

Subjects for the study were 131 students enrolled in two freshman classes in family relationships at Arizona State University the fall semester of 1965-66. Instruments were the development and use of a Definitions Test and Application of Principles Test to measure conceptual understanding; development and use of rating scale to evaluate written responses of students; use of American College Test Scores and Rank in High School Graduating Class as indices of academic ability and use of the Personality Orientation Inventory by Shostrom to measure personality factors; and rating of teaching methods by students in terms of relative effectiveness of each method in helping the student develop conceptual understandings. Appropriate statistical treatment was used to determine the extent to which results of the study supported the hypotheses that (1) a systematic, organized approach to the teaching of family relationships will result in concept development by students and that (2) factors other than learning experiences are related to the development of concepts by students.

Post-test scores on the Definitions Test were sufficiently higher than pre-test scores to indicate development of conceptual understandings. Difference between the pre-test and post-test scores on the Definitions Test was statistically significant beyond the .01 level. Significant correlations were found between academic ability and concept development. A correlation coefficient significant beyond the .01 level occurred between American College Test Scores and Application of Principles Test Scores.

The correlation coefficient between Rank in Graduating Class and Application of Principles Test Scores was significant at the .01 level. Correlation coefficients significant beyond the .01 level occurred between Rank in Graduating Class and Composite Concept Scores (derived from totaling the scores on written responses for the four sub-concepts) and between American College Test Scores and Composite Concept Scores. A correlation coefficient significant beyond the .01 level occurred between the personality factor, Inner-directed, and Application of Principles Test Scores. Correlation coefficients between total scores on the Personality Orientation Inventory and Application of Principles Test Scores were not significant.

Lectures and analysis of films were the most effective methods, according to the judgment of the students, in helping students attain concepts. Students were able to develop concepts with progressively fewer planned learning experiences as they progressed through Concepts I, II, III and IV. Students were able to independently draw conclusions, stated as generalizations, based on learning experiences related to Concept IV. Previous exposure to the concept approach to teaching facilitated subsequent development for students who rated high on conceptual understandings and differed from that of students rating low in conceptual understandings. The pattern of growth was more consistent for the high group and the students utilized higher level generalizations than did students in the low group.

Results of the study tended to support the hypotheses that (1) a systematic, organized approach to the teaching of family relationships will result in concept development by students and that (2) factors other than learning experiences are related to the development of concepts by students.

Evaluation of Graduates of Training Received at Mississippi College.
Frances Jackson McGuffee. Doctoral. Texas Woman's University, August 1966. Interlibrary loan.

The purpose of the study was to evaluate value judgments of a random sample of 201 graduates who received bachelors' degrees from Mississippi College from 1960 through 1964 as to benefits of the college program Information needed for the study was collected through the use of a questionnaire sent to the graduates. Statistical procedures were employed to determine significance of responses.

Data tabulated revealed that graduates were in teaching, business, professional, public service, and homemaking occupations. A majority of them were working in the area of their college major.

Evaluative scores of home economics graduates for four major areas of college preparation were equal to or greater than mean scores of graduates in all other areas of specialization investigated.

Curriculum changes suggested by graduates included expanding family life education, the honors program, and the graduate program. Other suggestions were for a more practical teacher-training program, more courses in journalism, provisions for a vocational home economics program, a more practical emphasis on religion and athletics, and improvement of the guidance program.

The study findings have implications for colleges and universities in re-evaluation of programs for educational preparation, individual guidance, and extracurricular activities.

A Study of Home Economics Curricula in Selected Colleges and Universities in the North Central Accrediting Association. Mildred McKee. Doctoral. University of Tulsa, June 1966. Interlibrary loan.

The investigation had three specific purposes: (1) to contribute additional knowledge to the understanding of the relationship of home economics to the liberal arts curricula, (2) to determine areas of specialization within departments of home economics, and (3) to draw some conclusions from the findings which would serve as bases for recognition of home economics as professional education.

The primary sources of data were the analyses of current programs of home economics and general education in fifty-seven private and church supported colleges, and the responses to a questionnaire on specific programs and practices in each institution.

The most significant findings of this investigation were: (1) home economics contributed a minimum of 20% of the degree requirements to the four-year program in the liberal arts colleges, (2) the general education requirements contributed 46% of the degree requirements to the undergraduate program, (3) home economics curricula were designed to offer specialization in home economics education, general home economics, dietetics and institutional management, foods and nutrition, child development, clothing and textiles, and merchandising, and (4) home economics as an area of concentration depends upon the liberal arts core to provide a background for an area of specialization.

Conclusions are as follows: Home economics curricula in a given college or university should be organized in view of the educational, cultural, and business interests of the community in which the university is located. Alignment of a sequence of courses from various disciplines would serve as a multiple approach and a unified curriculum for interdepartmental majors. Research is needed for emerging programs in home economics. Future accomplishments of home economics will depend, in part, upon the emphasis given to investigations which use and adapt methodologies provided by the humanities, sciences, and technology. A single discipline no longer provides necessary information for identifying and solving problems in family living. Undergraduate home economics instruction cannot offer highly specialized areas of knowledge because each set of circumstances in professional life has its own peculiar structure.

An Exploratory Study of the Congruence of College Teachers Curriculum Practices with Selected Learning Theories. Marion Elizabeth Minot. Doctoral. New York State College of Home Economics, Cornell University, September 1966. Interlibrary loan and microfilm.

This exploratory study was concerned with the following: (1) extent college teachers of home economics use curriculum practices congruent with selected learning theories, (2) similarity of curriculum practices most frequently used, and (3) relationship among curriculum practices used and student retention.

The sample for the study consisted of 193 teachers at nine colleges having home economics programs. A subgroup of 24 teachers randomly selected students from the class rated.

The instrument consisted of 16 Sets of three items for the following processes of curriculum development: (1) use and statement of objectives, (2) course organization, (3) evaluation of student abilities, and (4) use of evaluation. Items in each Set varied in degree of congruence with learning theories.

Chi-square values were computed using subtotal scores and classes of the following independent variables: (1) area of teaching, (2) professional preparation, (3) experience, and (4) method of teaching most frequently used. Chi-square was used to determine if students of teachers rated high, middle, or low responded to specific items more frequently than would be expected. Analysis of covariance was used to determine differences in retention.

Findings and conclusions: Curriculum practices did not vary with academic degree earned, or with experience; however they varied, but not consistently, with area of teaching and with method of teaching most frequently used. College teachers were most alike and more frequently used practices congruent with learning theory in use and statement of objectives and use of evaluation. Teachers who differed most and less frequently used practices congruent with learning theory in organization of the course and in evaluation of student abilities. Students perceived the use of curriculum practices related to objectives and use of evaluation more like their teachers than practices related to organization and evaluation of student abilities. There was a trend toward lower retention in courses utilizing curriculum practices least congruent with learning theories.

Developing a Wage-Earning Program on the Junior College Level. Mary Jo Oldham. Master's. Southern Illinois University, August 1966. Interlibrary loan.

This investigation was undertaken in an effort to determine the effectiveness of a child care aide training program inaugurated by Southeastern Illinois College for the Adult Child Care I employees of the A. L. Bowen Children's Center. It was believed that aides completing the course would show increases in knowledge about the care and development of children, would demonstrate more positive reactions to children, and would show evidence of interest in continuing their education. The class was offered at the Southeastern Illinois College at Harrisburg, Illinois.

The course content was formulated after the investigator had visited the child care center for interviews, conferences, and job observations, and had examined various child care guides. An advisory committee was formed to assist in the planning of the program. The class was taught two hours a day, five days a week, over a six-week period. Students earned three hours of non-transferable credit. A concurrent course was offered by the Center for six hours daily. The two courses were coordinated as closely as possible. Various check-lists and tests were used to gather data about the students before and during the class.

Follow-up studies showed that the aides performed effectively on the job, but there had been no on-the-job evaluation before the class. The results indicated that the training program did contribute to the effectiveness of the aides completing the course.

A Survey of Interests in Courses and Careers in Home Economics Among Students in Four Junior Colleges in Arizona. Barbara Laugel Rowley. Master's. Arizona State University, May 1966. Interlibrary loan.

This research project was aimed at determining the interest in courses and careers in home economics among the women enrolled in the community junior colleges in Arizona. Four junior colleges in Arizona were chosen for the survey. Two of these were located in the central section of the state in a metropolitan area, one was located in the southwestern section of the state, and the fourth was located in the eastern section.

Data were obtained from 109 students enrolled in the junior colleges. Fifty-one of the students were enrolled in a home economics class, and 58 were not enrolled in a home economics class.

A questionnaire was submitted to these students in an attempt to obtain personal data pertinent to determining the type of student included, and how much interest specific home economics courses and careers held for these students.

From the personal data it was determined that the majority of the students were young, single women under 23 years of age. They had graduated in the upper one-half of their high school graduation class. Most of the students were attending the junior college because of financial reasons, because it was located close to their home, or because they preferred a small college and believed they would receive more individual attention and would do better scholastically in this type of college. The majority intended to transfer to a four-year college and complete four years of work after they attended the junior college.

The students appeared to be interested in courses in home economics. The largest number indicated they would take courses in the sociology-psychology related courses in home economics. A course in child development attracted the most students, with courses in personal adjustments and family relationships also indicated. Skill courses within the foods and clothing areas were of greater interest to these students than those courses which would provide more professional training.

From the information obtained, it appears that more students were interested in courses in home economics than in careers in home economics. The greatest interest in a career in home economics was in the field of Textiles and Clothing in Business. Next choice was in Foods and Nutrition and Dietetics, and next in teaching. Least interest was shown in Foods and Equipment in Business.

While it appeared that the students in these junior colleges were interested in courses in home economics, particularly in the sociology-psychology related courses, and showed some interest in careers in home economics, the study might have been of more value if an attempt had been made to determine the _career intentions_ of these students.

An Exploration of Professed Attitudes and Values of Women College Students Toward Family Living, as Indicated by Responses to a Log-Form. Merna A. Samples. Doctoral. New York University, 1966. Interlibrary loan.

This study had as its major purpose a comparison of the social class status of a sample of college women students majoring in home economics with the socio-economic evaluation of their expressed family attitudes and values.

In order to encourage free expression of family attitudes and values, the investigator adapted a procedure employing the sentence-completion technique in order to obtain students' professions of family attitudes and values. Response data were extracted by means of content analysis. Comparison of the social class status of respondents and the socio-economic orientation of their expressed family attitudes and values was effected statistically by means of multiple t tests based on overall analyses of variance for the five categories used in organizing the data.

Although the sample represented a spread in social status of the lower social stratum through the upper socio-economic class, response data were ranked as family attitudes and values typical of the middle class stratum. The study showed no significant relationships between the dependent and independent variables.

An additional question was asked regarding possible relationships between the socio-economic evaluation of response data and other variables in the sample (other than social class status), i.e., year in college, religious preference, and educational experiences in courses oriented to the study of the family. Although there were no significant relationships discovered between expressed family attitudes and values and year in college and/or religious preference, statistical analysis did show a significant relationship between the extent of middle class family values expressed and the number of completed courses related to the study of family life.

Inherent in the summary of the study were certain implications for other studies in home economics in higher education: (1) Is the current emphasis on careers as a means for recruiting majors in home economics an effective appeal? (2) Do courses oriented to study of the family encourage the understanding of cultural values other than those which are typical of the middle class socio-economic stratus? Or are middle class family attitudes and values actually strengthened? and (3) Are family attitudes and values held by home economics students different than those to which students in other curricula may be committed.

PROGRAM PLANNING - ADULT

Interview Indications of 4-H Leadership Possibilities of Women in Murphysboro Bridgewood Housing Community. Mildred Benz. Master's. Southern Illinois University, June 1966. Interlibrary loan.

The purpose of the study was to assess the leadership potentialities of women of the Murphysboro Bridgewood Housing Project.

A questionnaire was used as a basis for an interview which was conducted with each of the women in the housing development who was responsible for a child enrolled in 4-H Club work in 1965. From the interviews the investigator derived case histories of 33 women. The participants were told that the information would be used to promote 4-H Club work in the community.

Sixteen of the participants were believed to exhibit some leadership traits, and expressed a willingness to give assistance to the 4-H group. Leadership qualities were considered to be shown by involvement in community and church organizations, educational achievement, enthusiasm and interest, and some degree of financial security.

Three of these women began immediate leadership by participating in club work. Others expressed an interest and some had made contributions to the 4-H program such as transportation, supplies, and time.

Adult Vocational Homemaking Classes in Iowa from 1950-1965. Ethel Olga H. Britton. Master's. Iowa State University, July 1966. Interlibrary loan.

The purpose was to describe and to determine trends in the adult vocational homemaking program in Iowa during the school years from July 1, 1950 through June 30, 1965. Included were 264 Iowa school systems (centers) which offered adult vocational homemaking classes or had a vocational homemaking program at the secondary level any time during 1950-65, or had been included in a similar study for 1938-1950. The major source of data was local reports to the Division of Vocational Education, Department of Public Instruction. Data were coded and processed according to a cross-tabulation program. Frequencies of responses were determined for different categories.

The number of centers with adult vocational homemaking classes increased from 116 in 75 counties in 1950-51 to 124 in 81 counties in 1964-65. The number of programs (taught by the day-school homemaking teacher) decreased; the number of city programs nearly tripled.

About half of the centers had adult classes 10 or more of the 15 years. On the average 17 centers were organized each year; 16 were discontinued. During the 15 years, 2,854 classes were conducted in the few city programs, and 1,869 classes were conducted in the local programs. The mean annual average enrollment was 5,350, while the average number of adults per class was 17.

The most popular area of homemaking in city and local programs in each population category was textiles and clothing, which accounted for about 60% of the classes. Child development-family relations and home management classes were least popular, accounting for 2.1% and 1.9% of the classes respectively.

Seventy-eight of 136 centers offered classes in three or more areas of homemaking in 1960-65. Fifty-six were in towns of under 2,500 population where most of the local programs were located. No relationship was found between variety of offerings and tenure of adult vocational homemaking teachers during 1960-65.

The Willingness of Home Economics Teachers to Teach Wage-Earning Home Economics. Sylvia Lee. Doctoral. Teachers College, Columbia University, February 1966. Interlibrary loan and microfilm.

This descriptive-analysis research related home economics teachers' work values, family socio-economic status, and non-teaching work experience to their willingness to teach wage-earning home economics. The purpose of this research was to see if generalizations based on these relationships could be made that would be helpful to those concerned with pre-service and in-service education, and selection of teachers for wage-earning home economics.

The population identified for this study was home economics teachers with twelfth grade or advanced classes in selected cities with a population of 100,000 or more. Through a personal data form and the Work Values Inventory, teacher responses (descriptive data) were obtained and analyzed by standard procedures for determining frequency, percentage, mean and standard deviation.

The findings of this study indicated that, from a sample of 144 teachers, 35% of the respondents were willing to teach courses which prepare students for employment in occupations that use home economics knowledge and skills, 46% indicated that with in-service education to strengthen their qualifications they would be willing to teach such courses, 19% were reluctant or less willing to teach in a program with the wage-earning emphasis.

Conclusions were drawn accepting the hypothesis that teachers who expressed willingness to teach wage-earning home economics stressed different work values than those who expressed unwillingness. No significant relationship was found between family socio-economic status (as measured by occupation of husband or parents) and teachers' willingness. Significant differences were found among the groups in relation to parents' education. No significant differences were found among the teachers regarding work experiences; however, a higher proportion of masters' degrees was found in the willing group than either of the other two groups.

A Study of Church Related Community Programs, Directors of the Programs, and Other Workers in the Programs in a Specific Low Income Area of Washington, D.C., with Implications for the Field of Home Economics. Marjorie Ford Marugg. Master's. University of Maryland, 1966. Interlibrary loan.

The purposes of this study were threefold: (1) to study the purposes and organizational methods of the churches in promoting and maintaining community programs as seen by the directors of the programs, (2) to study directors and other workers in various types of church-related community programs, and (3) to investigate implications for the services of trained home economists.

Two instruments were used in this study. One instrument, a questionnaire, was used as a guide as each community program director was interviewed. A second questionnaire was given or mailed to other workers in the community program. Prior to the actual study, the instruments were refined in a pilot study conducted at a church community program outside the geographic area to be studied.

Thirty churches with church-related community programs were identified. Personal interviews were held with the directors of each of these programs. Questionnaires were given or mailed to 344 other workers in the programs, and replies from 108 of these were returned to the researcher.

Chi-square analysis indicated the following: there is a significant difference in the main purposes of the total church-related community program given by program directors as compared to the main purposes given by other program workers (significant at the .05 level); there is no significant difference between the number of workers who are members or non-members of the church which sponsors the program with which they work; and there is a highly significant difference (.001 level) in the number of workers who participate in the church community program and the distance of workers' homes from the church program.

Spearman's Rho rank correlation indicates a positive relationship between the size of the church membership and the number of workers who participate regularly in church-related programs.

Church program directors indicated personal contact was the most effective method of recruiting workers. Workers said contact by someone in the program was the most effective method in recruiting them to work with the program. Directors of church-related community programs indicated a need for home economists trained in specific areas.

A Study of the Role of Professional Leaders in Educational Programs for Parents Handicapped by Socio-Economic Differences. Uma Nag. Doctoral. University of Missouri, August 1966.

The purpose of the study was to ascertain if there were common concepts and opinions about the role and functions of professional leaders in educational programs for parents handicapped by socio-economic status differences in Missouri.

The primary aim was to identify and compare concepts of the actual and the ideal roles of the professional leader as held by a select group of professional leaders and program directors.

Sixty separate statements of different job activities comprising the four aspects of professional leader role were constructed for a Q-sort. These were: (1) assistance to administration; (2) cooperation with co-workers and aides; (3) cooperation with agencies and organizations; and (4) personal services to audience (parents). When listed on small cards these 60 statements composed a Q-sort of the professional leader role.

Fifty-eight selected subjects, professional leaders and directors, were requested to rank order the statement cards in terms of an 11-point scale indicating the degree of importance accorded the activities within the actual and the ideal roles.

Correlation and centroid factor analysis were used for analyzing the data. Using the raw scores for the Q-sort items the value assigned to each item by each person was correlated with the item values of the other respondents. These person correlations were factored and rotated in order to determine the source of common opinions among the respondents. Variables (subjects) with significant loadings were used to describe each factor by averaging their Q-sort responses. The description, interpretation, and comparison of each identified factor with its person sets and array of statements for both the actual and the ideal role Q-sorts provided pertinent findings.

Three factors (A, B, and C) for actual Q-sorts and four factors (1a, 1b, 1c, and 1d) for ideal Q-sorts were found to represent the opinions of the original 58 subjects.

The findings revealed that variance did exist in the role expectations of the professional leader. However, the differences among respondents in terms of the actual and the ideal roles were largely a matter of degree.

The two major groups of respondents whose opinions were sampled were not clearly separated on factors. The greatest differences centered around four major patterns of opinions and concepts expressed by Q-sorts with respect to professional leader role. The viewpoints were considered distinct from one another.

Factors A and 1d represented the role of the "Explorer-Organizer"; factors B and 1b viewed the role of the "Administration Assistor"; C and 1c presented a combined role of the "Specialist" and "Coordinator"; and the role of the "Supervisor" was identified with the factor 1a.

Findings further revealed that there was considerable agreement with respect to certain job activities among all respondents identified with different factors. This general agreement was expressed in consensus statements.

An Exploratory Study of Adult Homemaking Education in Relation to Teacher Preparation and Program Planning. Helen Cleola Robinson Nunn. Doctoral. New York State College of Home Economics, Cornell University, June 1966. Interlibrary loan and microfilm.

This study was conducted to determine the relationships of the antecedent variables, namely, (1) level of education, (2) college and/or university preparation to teach adults, and (3) vocational teaching experience; to the intervening variables, which were (a) program planning and (b) teacher evaluation; and to the consequent variable, namely, effectiveness in teaching, as measured by the dropout rate.

The sample included 200 Arkansas vocational home economics teachers who had taught at least one adult homemaking course during 1964-65. Data were collected by mailed questionnaires and teachers were grouped according to the antecedent variables. Program planning and teacher evaluation procedures were measured by assigning scores to 31 items.

Teacher effectiveness was indexed by the dropout rate, which was based on per cent of adults enrolled at the beginning of the course and who dropped out before completion. The Custat Correlation Matrix and Factor Analysis Programs at Cornell University Computing Center were used for statistical analyses of data.

Eight items in the cluster concerned with program planning and 3 items concerned with teacher evaluation correlated significantly with the dropout rate.

Teachers who were most effective, according to their scores, were described as flexible in their program planning, sensitive to the progress of individuals enrolled in their courses and responsive to the needs of the particular group. They also evaluated progress of the learners both during and following courses. These teachers appeared to be self-confident and able to use teaching materials from a variety of sources.

The results of the study indicated that program planning and teacher evaluation are crucial components of effectiveness in teaching.

Young Homemakers' Difficulties and Sources of Information in Home Economics. Gertrude C. Smith. Master's. Iowa State University, August 1966. Interlibrary loan.

The purpose was to determine the difficulties recognized by a group of young homemakers and the sources of information they found most helpful.

A random sample of 38 homemakers was drawn in one school district from those mothers whose oldest child was in kindergarten, first, or second grade. In interviews they were asked to indicate the degree of difficulty encountered in relation to various aspects of clothing, management, human development, housing and equipment, food and nutrition, and art in the home. Their responses were quantified and then related to two variables: socio-economic status and number of children.

Few statistically significant differences (beyond the .05 level) were found among groups. Surprisingly the mothers with four or five children less frequently reported difficulties related to mending clothing than those with two or three children. More of the former believed they had difficulty in understanding one-and two-year olds but fewer reported difficulty in establishing warm relations with each child. The management involved in keeping up with routine home care was more frequently believed a difficulty by the homemakers with four or five children, but there was less difficulty in deciding what tasks to leave undone or keeping records of expenditures. The highest of the three socio-economics groups most frequently indicated problems in sewing for children. The lowest socio-economic group reported more difficulty than the other groups in the use of credit and setting money aside for emergencies.

Education programs for these homemakers might well begin with the three most frequently recognized areas of difficulty: buymanship, care of clothing, and sewing. It was recommended that programs in management and human development for older women would be valuable since mothers were frequently mentioned as sources of help in these areas. Since husbands were the purchasers of household equipment, this suggests that programs could include men when instruction in this area is made available. Mass media appears the most fruitful means of reaching these young homemakers. Local newspapers, talks, and demonstrations on radio and television could be utilized.

EVALUATION - SECONDARY SCHOOLS

The Designing and Testing of an Instrument to Measure the Differences in Abilities and Interests Between High School Students Enrolled in Child-Care, Wage-Earning Programs and Students Enrolled in Other Occupational Areas. Reta Richardson Hamilton. Master's. Ohio State University, 1966. Interlibrary loan.

The purpose of this study was to design an instrument which might differentiate between girls who would be most apt to succeed in the child-care wage-earning programs. In the trial test given girls enrolled in child-care and those in other areas of vocational study, there was found to be a significant difference in abilities, interests, and judgment related to certain behavioral problems.

Evaluation of a Secondary School Pilot Program in Preparation for Home Related Occupations. Gertrude Parrott Jacoby. Master's. New York State College of Home Economics, Cornell University, June 1966. Interlibrary loan. (Mimeographed summary (8 pp.) available from Home Economics Education Department, Cornell University, Ithaca, New York.)

The purpose was to develop evaluation instruments for a pilot program in occupation education (food service), and to refine one instrument.

The pilot class included 14 girls in grades 11 and 12 in two small city high schools. One hundred and forty-one boys and girls in other vocational programs in the city were administered an attitude toward work scale. The instruments were pretested in vocational classes in other schools.

Instruments developed included: questionnaire on motivation for enrollment; scale to measure attitudes toward work; rating scales to measure personal qualities which help young people become employable, and competence in specific jobs--waitress and home caterer; and an interview schedule to determine attitudes toward the course at its completion.

To assure reasonable degree of validity, content of instruments was based on interviews with appropriate University personnel and prospective employers of high school graduates, as well as thorough literature review. Attitude toward work items were taken directly from student responses to open-end questions; the code for those items was determined by panel of judges (guidance counselors).

A minimum step taken to determine reliability for each instrument was simple item analyses for all scales. When appropriate, student self-ratings and ratings by teachers were compared using rank correlations. The attitude toward work scale in initial administration to 155 subjects had reliability of .87 (split-halves correlation stepped up with Spearman-Brown formula); results of second administration two weeks later with 47 students yielded coefficient of stability of .72.

Exploratory efforts were made to develop index of course effectiveness and to compare index with selected characteristics of students. Limited follow-up data were also obtained.

Because of a very limited sample, no attempt was made to draw conclusions. Instruments developed have been refined and used in a current study directed by Nelson.

Practices of the Chapter Adviser of the Future Homemakers of America Organization. Laura Ann Higginson Jung. Master's. The Florida State University, August 1966. Interlibrary loan.

The purpose of this study was to determine current practices of chapter FHA advisers with respect to: membership, organization, and responsibilities assumed.

A sample of 1,255 local advisers was selected by a systematic random sample of nationally affiliated FHA chapters for the school year 1963-64 in junior and senior high schools in the United States, the District of Columbia, and Puerto Rico. Subjects were selected from the four regions, Central, North Atlantic, Pacific, and Southern.

A questionnaire was constructed to provide information concerning the practices of the advisers based upon the FHA Chapter Handbook, the Adviser's Handbook, questions posed by the National Executive Council, and the investigator's experiences as an adviser. A pilot study was conducted at the 1964 Florida State Conference for Teachers of Home Economics, with 79 advisers participating. The responses were tabulated and suggestions for improvement were noted. The revised questionnaire included multiple choice items from the pilot study instrument with the suggested improvements.

The following major conclusions were drawn from the data:

Less than half of the schools were not required to have an FHA chapter; of those with "required" chapters, the state department of education, the school principal or superintendent, or the teacher herself were the chief authorities stipulating the requirement.

A majority of the participants had been designated as the FHA adviser as a result of being the only home economics teacher; the second method of selection was that of own personal choice.

The use of class time for FHA activities was a practice of only a few advisers. Over half of the advisers held meetings with one or more chapter officers at least once a week.

The majority of advisers considered FHA to be of some value to the total home economics program.

Almost half of the participants felt that correlation of FHA with classwork was somewhat or very difficult. Over one-fourth of the remaining teachers had made no attempt to coordinate the two phases of the program. Likewise, over a fourth of the advisers seldom or never made a self-evaluation of their efforts to coordinate the FHA activities with the classwork.

An Investigation of the Effect of Home Economics on Attitudes and Interests of Senior Girls at San Clemente High School. Ann D. Kopenhefer. Master's. Northern Arizona University, August 1965. Interlibrary loan.

The purpose of this study was to determine the differences in attitudes and interests of students who had had home economics from the students who had not taken home economics.

Three sections of average senior English classes, and the senior home economics class in San Clemente High School were given questionnaires. The questionnaire was formulated to get the students' attitudes toward school, conditions in the home, interest in home economics, understanding of the home economics program, and the attitude of the parents toward home and school. Responses from girls were the only ones tabulated for this study. In discussion of the data, Group A refers to students who have never had a course in home economics and Group B to students previously or presently enrolled in home economics.

The study revealed that the girls in Group B were more adjusted socially and had more self-confidence than the girls in Group A. Worries of the two groups were different. Group A worried about getting along with others more than Group B. Group B worked at a much wider variety of jobs and spent many more hours working at home and out of the home than Group A. Only 3% in Group B in contrast to 21% of Group A were undecided on vocational choices.

Of significance for the home economics teacher is the fact that more than 50% of Group B checked home economics as one of their three favorite subjects, yet 33% of this group indicated that they would need more training in the subjects covered. Also of significance to all teachers is the fact that 33% of both groups indicated that they had no intention of furthering their education after high school.

Identification of Child Development Concepts of Junior High School Girls. Marilyn Henderson Pedersen. Master's. Iowa State University, September 1966. Interlibrary loan.

Purposes were (1) to identify basic concepts in the area of child development which are appropriate for junior high school home economics, and (2) to develop an instrument to determine level of conceptualization attained by junior high school girls.

Objectives and generalizations for study of child development in junior high school were developed through synthesis of materials found in literature and in consultation with specialists in child development and education. Concepts included in basic generalizations related to one major objective were identified.

A preliminary study of 60 concepts was conducted by use of five forms of free response instruments. Responses were used in developing a multiple choice instrument of 26 concepts. Each response was classified as inaccurate or vague, concrete, or abstract; each classification was then assigned a weight for scoring purposes. The completed instrument was administered to 210 junior high school girls.

Correlation of odd and even scores, using Spearman-Brown modified formula was computed as a test of reliability. Test scores were correlated with pupil scores of Iowa Test of Basic Skills and with grade levels. Frequencies of choice of all responses were studied in relation to grade level and total score of respondent.

Results of the study indicated further refinement of the instrument is needed. Specific suggestions for revision of response statements were made on basis of analysis of each item. Need for further study of classification, that is level of conceptualization, of responses used was indicated. The investigator recommended consideration of a scalogram for assigning values to each response and the possible evaluation of each response on two dimensions--degree of completeness and level of abstraction.

The Development of a Device for Evaluating Home Economics Programs in the Public Secondary Schools in Pennsylvania. Lois Rupert. Master's. Carnegie Institute of Technology, May 1966. Interlibrary loan.

The purpose of this study was to develop a device by which the Home Economics programs in the public secondary schools in Pennsylvania might be evaluated by the Area Supervisors of Home Economics Education and School Food Service. A request was made of the states for devices in use, and literature on evaluation was investigated as a basis for developing an experimental instrument. Categories for the device included: General Information; Organization; Facilities, Space, and Equipment; Instructional Program; Instructional Materials and Supplies; and Personal Data Concerning Teacher. Several questions were listed in each of these categories with spaces to indicate answers as "Yes," "No," "Improvement Needed," or "Comments." The original form of the device was judged by the 23 Area Supervisors of Home Economics Education and School Food Service in Pennsylvania (co-workers of the investigator), the State Supervisor and Assistant State Supervisor of Home Economics Education and School Food Service, and professors and teachers in the supervisory area of the investigator.

Each group recommended revisions which were incorporated into the final form of the device which was then reworded for clarity and shortened. The study recommended that a statement of program goals be available for use with the evaluation device in a school so that each program could be judged in terms of its objectives.

Education Related to Marriage and the Family as Reported by Graduating Seniors in Grady County Oklahoma High Schools. Myrtle Chandler Stevens. Master's. University of Oklahoma, July 1966. Interlibrary loan.

The purpose was to identify the present offerings in education related to marriage and the family as reported by graduating seniors in Grady County, Oklahoma, as one basis for evaluating the effectiveness of present high school programs in this area.

May 1966 graduating seniors in Grady County, Oklahoma composed the sample group. A questionnaire instrument was used for collecting data. The data on offerings in education related to marriage and the family were analyzed according to subject-matter areas where education was offered; whether or not education was offered by sex groupings; the enrollment by sex; respondents' views on whether or not education should be offered in this area and at what level; and respondents' views as to the degree of help received.

No classes were offered which were devoted completely to education in marriage and the family, although 50% of the males and 89% of the females responded that they had received some education in units as part of another course. The degree of help received varied. Home economics was checked by more of the females as the area in which this education was received; more males reported receiving this education in physical education.

Students recognize a need for education in marriage and the family and are interested in having more help through the school. There is inconsistency in what is being offered in the area of marriage and the family, to whom it is being offered, and where and when it is being offered. An effort should be made to encourage education in the area of marriage and the family as a part of the regular high school program.

Identification of Nutrition Concepts of Junior High School Pupils. Mary Sue Whistler. Master's. Iowa State University, September 1966. Interlibrary loan.

The major purpose of this study was to develop an instrument to identify concepts of junior high school pupils in nutrition study.

A list of basic generalizations was formulated by the author working with nutrition and home economics education consultants. Concepts selected from the 28 basic generalizations were presented to 150 seventh, eighth, and ninth grade pupils in the form of words or phrases. The pupils' written responses to concepts were tabulated and utilized in constructing a 20-item multiple-choice instrument. The responses for each item were classified as inaccurate, concrete, or abstract. The completed instrument was administered to 210 seventh grade boys and girls.

Reliability of the test was determined by dividing the test into the two sub-tests and estimating the reliability by means of the Spearman-Brown modified formula.

The ability of each response to differentiate between the 27% pupils who obtained the highest and lowest scores on the test was determined by item analysis.

Reliability of the instrument for the three conceptual levels were: misconcept level .374, concrete level .64, and abstract level .68. The low value of reliability may have been accounted for by: (1) narrow range of individual differences among respondents, (2) test difficulty, (3) test length, or (4) differences in level difficulty between the two halves of the test.

Recommendations for improving the instrument included: minor revisions in wording of responses, and changing test directions to allow a pupil to mark all the responses he considers to be correct as well as the one most meaningful response.

It was recommended that revised instruments be administered to a larger group for further analysis of items. The researcher recommends that the revised instrument be made available to homemaking teachers for use in curriculum planning and determining changes in pupil behavior.

EVALUATION - COLLEGE

A Comparison of Three Instruments of the Originality Component of Creativity Administered to Undergraduate Home Economics Students at the University of Tennessee. Elizabeth Ann Davis. Master's. University of Tennessee, August 1966. Interlibrary loan and microfilm.

The purposes of this study were (1) to compare three instruments of the originality component of creativity: Guilford *Plot Titles*, Torrance verbal test, and Torrance figural test, and (2) to examine the relationship between the academic achievement of undergraduate, home economics students at the University of Tennessee and creative potential as measured by Guilford *Plot Titles*, the Torrance verbal test, and the Torrance figural test.

The three tests were administered to a random sample of 20 junior and 20 senior home economics students selected from the total junior and senior enrollment at the College of Home Economics, University of Tennessee. A comparative analysis of three instruments of originality was made according to (1) quartile rank of high and low scores, and (2) correlations between the measuring devices. Academic achievement, represented by cumulative grade point average for the winter quarter, 1966, was correlated with measured creative potential, represented by scores on each of three measuring devices.

The following conclusions were drawn from the findings of this investigation: (1) there is no significant relationship between the Guilford instrument and the Torrance verbal test, (2) there is no significant relationship between the Torrance figural test and the two verbal instruments, Guilford *Plot Titles* and Torrance verbal test, and (4) although the relationship between academic achievement and creativity was not statistically significant, there were several exceptions.

Analysis of a Rating Scale for Student Teachers in Home Economics. Susan Kelly Drobish. Master's. Purdue University, June 1966. Interlibrary loan.

The purpose of this study was to revise the "Purdue Rating Scale for Student Teachers in Home Economics" and to measure content and construct validity as well as scale and rater reliability on the revised instrument.

The revised instrument was titled "The Evaluation of Student Teacher Performance," or ESTP. Five college supervisors, 38 supervising teachers, and 35 student teachers participated in the research. Rater reliability was determined by comparing ratings on ESTP of the college supervisors and the supervising teachers. Scale reliability was determined by comparing the ESTP ratings and the suggested grades of the student teachers. The supervising teachers' "Prediction of Teaching Success" was also compared with suggested grades and ESTP ratings. Rho was the statistic used for these correlations.

Ryans' "Observation Record of Teacher Characteristics" was used for the construct validity of personal characteristics of the student teacher. Flanders' "Interaction Analysis" was used for the construct of the teacher techniques of involving pupils. Flanders' instruments for measuring dependence-proneness were used for the construct of student teacher dependence.

It was concluded that ESTP has construct validity due to the high positive correlation with Ryans' "Observation Record of Teacher Characteristics" and the Flanders' dependence-proneness "Questionnaire." The insignificant correlations of the ESTP and Flanders' "Interaction Analysis" were partially a result of the inappropriate use of the "Interaction Analysis." The correlations of the ESTP final ratings and the suggested grades were .74 for the supervising teachers and .89 for the college supervisors. There was a correlation of .72 between supervising teachers ESTP final ratings and "Prediction of Teaching Success."

Environments in College Home Economics Units as Perceived by Students. Alyce M. Fanslow. Doctoral. Iowa State University, April 1966. Microfilm.

The purpose of the study was to develop an instrument that could be used by home economics departments or colleges to measure students' perceptions of their environment.

Using the responses of 1500 senior women students from 25 institutions to a trial form of the instrument, two statistical analyses were performed. The first, a modification of the Wherry-Winer method of factor analysis, developed factors indicating individual differences in perception. The second, a cluster analysis of three intercorrelation matrices, designated environmental scales measuring institution, unit, or institution by unit interaction differences. (Institution refers to a college or university; unit refers to a college or division within the institution.) The scales were compared with the factors for similarity of the characteristic measured. Dissimilar scales appeared to measure environmental characteristics attributable to actual differences. Similar scales seemed to measure characteristics based upon the kinds of students enrolled and are marked with an asterisk in the following list. The institutional scales identified were: Nonconformity, Faculty Engendered Motivation, Intrinsic Motivation for

Study, Traditional Arts-Science Education, Social Responsibility, Involvement in Campus Activities, Freedom of Expression and Activities of Students, and Faculty-Student Relationships*. Scales descriptive of unit differences were: Seminar Approach to Courses, Professional Involvement, Status of Home Economics*, and Education for Home and Family Living*. Scales measuring interaction differences were: Types of Learning, and Excellence of Faculty.

Factors Associated with Lack of Student Persistence in Home Economics at The Florida State University. Bonnie Brooks Greenwood. Master's. The Florida State University, August 1966. Interlibrary loan.

The purpose was to identify factors which are associated with lack of student persistence in the School of Home Economics at The Florida State University.

Two groups of students were used, a non-persistent group of 81 students who had previously declared a major, or an intent to major, in home economics at The Florida State University; and a persistent group of 81 seniors enrolled in the School of Home Economics at The Florida State University. Names for the non-persistent group were obtained from the inactive files in the office of the Dean of the School of Home Economics and the Temporary Student Directory of the Registrar. The persistent group was selected by stratified, random sampling from the current Major List in the Office of the Dean of the School of Home Economics.

Two separate instruments were designed for the persistent and non-persistent groups. They both contained general information concerning home economics and data relevant to its selection as a major. Also included was an evaluation of the School of Home Economics at The Florida State University. The chi-square test was used as the statistical test for significant differences. The .05 level of significance was accepted as the critical region.

The following information was found to be significantly different in comparing the two groups. The persistent group participated a great deal more in home economics related extracurricular activities, were more influenced by college home economics classes, and were influenced most in their choice of major by their home economics teacher and/or mother. In contrast, the non-persistent group was most influenced by friends. The non-persistent group, who based their evaluation of home economics on one or two courses at the freshman level, expressed the opinion that the faculty was not qualified, that the student's opinion was not respected by the faculty, and that a desirable relationship did not exist between faculty and students. They felt that home economics courses were unchallenging, that the course of study was not suited to students' needs, and that library facilities were inadequate.

Based on the findings of the study, the following recommendations were made by the investigator: (1) basic home economics courses should be made as interesting and stimulating as possible, (2) freshmen and sophomores in the School of Home Economics should be encouraged to participate in the Home Economics Club and other home economics organizations, (3) freshmen and sophomores should be familiarized with the School of Home Economics, its faculty, and its students, (4) professional home economists should help make young people aware of the nature and scope of home economics and career opportunities in the field.

Attitudes of Freshmen Home Economics Students Toward the Basic Core in the Home Economics Curriculum. Alice Elizabeth Hodgens. Master's. Texas Technological College, August 1966. Interlibrary loan.

The purpose was to learn the attitudes of freshmen home economics students toward the core curriculum for higher education in home economics at Texas Technological College. Three sub-purposes were: (1) to discover the differences in backgrounds of the home economics students before entering college; (2) to study the variation of attitudes of the subjects in the study toward the eight areas of general education as represented in the study; and (3) to learn if there is a relationship between the attitudes of freshmen home economics students and their parents' education and occupation.

Two hundred freshmen students who were enrolled during the spring semester 1965-66 in the Texas Technological College School of Home Economics participated in the study. A self-developed questionnaire of 75 items representing eight general education areas was administered. These areas are (1) English (rhetoric), (2) history and government, (3) sciences, (4) applied art, (5) child development, family relations and orientation, (6) clothing and textiles, (7) food and nutrition, and (8) management and consumer problems.

Findings follow: Freshmen home economics students have definite differences in their backgrounds before entering college; freshmen home economics students have more favorable attitudes toward home economics courses than toward non-home economics courses; and there appears to be little relationship between the education and occupation of the parents and the attitudes of freshmen home economics students.

Development of a Pretest for an Elementary College Course in Household Equipment. Mary E. Nelson. Master's. Iowa State University, July 1966. Interlibrary loan.

To develop a pretest which may be used to section students and to aid instructors in planning learning experiences for the elementary course in household equipment for college students were the objectives of this study.

Four steps were taken in developing a pretest for the purpose of determining the understanding of selected scientific generalizations and concepts: (1) generalizations were selected; (2) items were developed for the pretest using distractors obtained by administering items in essay form; (3) the test was administered to students enrolled in the course, Household Equipment 154; and (4) reliability, difficulty, and discriminating ability of the test were determined. Internal consistency was determined by using split-half scores.

An estimated coefficient of reliability of .80 was obtained for the entire test. This is not sufficiently high for sectioning students, but is satisfactory for determining the level of a given class. Reliability of the test may be increased by elimination of some items with a low level of discrimination and by revision of others as indicated by the item analysis. The level of discrimination ranged from average to difficult, indicating that items may need to be added which are less difficult.

Evaluation of a Pretest in Foods and Nutrition at the College Level.
Frances M. Ross. Master's. Texas Woman's University, August 1966.
Interlibrary loan.

The purpose of this study was to analyze a pretest administered in the foods and nutrition classes in the College of Household Arts and Sciences at Texas Woman's University to 114 beginning students and 37 advanced students.

The test items were analyzed by Stecklein's U-L method for item difficulty and item discrimination. A total of 106 of the 169 test items were within the suggested difficulty index range of 20 to 80; 97 items had a discrimination index above 20; and 50 items fell within the acceptability range for both difficulty and discrimination.

The students were weakest in knowledge of nutritive values and the principles of nutrition. In general, the students lacked knowledge of the principles of food preparation and food purchasing. The students evidenced considerable knowledge of how to measure ingredients properly.

The possible relationship of pretest scores and previous food experiences was investigated. Approximately half of the group indicated frequent home experiences, 28% had been 4-H Club members, 53% had participated in Future Homemakers of America activities; 43% had completed one or more semesters of homemaking in junior high school, and 75% had completed one or more semesters of homemaking in senior high school. Students with the least previous formal homemaking education tended to receive the lowest scores on the pretest. There was a definite trend for students ranking in the lower 20% on the pretest to make lower semester grades, and for students in the upper 20% to make a higher semester grade in the college foods course.

An Analysis of The Opinion of Graduates of Texas Technological College Regarding Their Professional Training in Home Economics Education. Donna Wilke Smith. Master's. Texas Technological College, August 1966. Interlibrary loan.

The purpose was to explore the opinions of home economics graduates concerning the adequacy of the professional curriculum in home economics education at Texas Tech in preparing for teaching home economics at the high school level.

An opinionnaire of 47 statements indicative of 11 areas of competency was used to secure the opinions of a 100% sample of home economics graduates --Group I in 1965 who had had no teaching experience and Group II in 1963 and 1964 who had taught home economics. Each curriculum item was rated by the respondents as either (1) very adequate, (2) adequate, (3) inadequate, or (4) very inadequate. Weighted means were determined from the percentages of ratings for each of the 11 areas and the areas ranked according to these weighted means. Comparisons for the 11 areas between Group I and Group II showed significant differences at the .05 and .01 level of significance.

Findings follow: teaching experience influences the opinions of graduates toward their professional preparation; graduates who have not taught tend to rate the adequacy of their preparation differently from graduates who have taught; certain competencies were not acquired through the home economics education curriculum. Areas receiving inadequate rating were: managing the home economics department, teaching special groups, advising clubs, and curriculum in one or more areas. Some of the behaviors that seem to need more emphasis concern: developing a better understanding of human development after childhood, understanding the forces which influence personal development, and transmitting information.

An Exploratory Study of the Nature of the Occurrence of Creativity and Self-Actualization Among College Students Making Vocational Selections in Home Economics Fields. Susan J. F. Weis. Master's. The Pennsylvania State University, September 1966. Interlibrary loan.

This study was undertaken to explore the following relationships between creativity, self-actualization, and the consistency of vocational goals and interests of 72 randomly selected, home economics students in three vocational subgroups of majors at The Pennsylvania State University:

(1) Consistent and inconsistent vocational behavior and levels of creativity and self-actualization.

(2) Vocational selection among those home economics subgroups and levels of creativity and self-actualization.

Each subject indicated his vocational goal and completed the following devices to determine his vocational interests and levels of self-actualization and creativity, respectively: The Kuder Preference Record--Vocational; Everett Shostrom's Personality Orientation Inventory; and Burkhart, Beittel, and Bernheim's Ideational and Social Self-Determination Scale.

The following conclusions were drawn from the data:

(1) Self-actualization is positively related to creativity and appears to be either an operant behavior resulting more frequently from learning in certain vocational fields or a personality syndrome occurring in persons selecting certain vocations.

(2) Creativity does not appear to be limited to any vocational area but highly creative persons have greater vocational interest in their selected field. Male physical science subjects are more creative than their female counterparts although this study does not conclusively favor one sex as being more creative than the other.

(3) Consistency of vocational goals and interest is not related to sex, or major field on levels of creativity and self-actualization.

The data were analyzed by a series of t tests and a one-way analysis of variance with Duncan's Multiple Range test to establish means differing significantly.

EVALUATION - ADULT EDUCATION

Refinement of an Inventory to Measure Personal Values of Homemakers. Frances M. Smith. Doctoral. Iowa State University, August 1966. Microfilm.

A knowledge of homemakers' values would facilitate prediction concerning their participation in educational programs and adoption of beliefs and practices in addition to success as a person, family member, citizen, and worker. The present research was designed to refine an instrument developed by Kohlmann to measure values of homemakers to determine for a homemaker the hierarchy of eight values: Concern for Others, Economy, Education, Family Life, Friendship, Health, Status, and Work Efficiency. Items in the forced-choice format were to be paired on the basis of equal social desirability indices but to involve different values.

Social desirability indices, means, and standard deviations derived from the responses of 30 homemakers were obtained for 392 items, 275 from the Kohlmann inventory and 117 new ones. Ambiguous items, determined by their standard deviations, as well as Status items with means that would not pair with items of the other values were eliminated. The remaining 312 items were placed in a trial inventory, and 650 homemakers responded to each item indicating the degree to which she would like to be described by the statement.

Intercorrelations among the 312 items were computed. Two clusters of items that correlated highly within the cluster, but zero or negatively with items in the other cluster, were identified. Seventeen items for Factor 1, and 18 for Factor 2 met these criteria: (1) they contribute to the reliability of the factor, and (2) their content differs from other items in the factor. The internal consistency reliability coefficients for these two factors are .824 and .954 respectively.

The two factors were entitled Status and Family Life and became the two scales of the final inventory, Preferences of a Homemaker. Status is defined as holding a position equal to or better than others with whom a person is associated. Family Life primarily involves behaviors of a homemaker in her home. The items on the two scales could not be paired on the basis of equal social desirability indices; hence a free-response format is used which asks the respondent to indicate how well the statement describes what she does or would do if she had the opportunity.

METHODS AND MATERIALS

Transparencies for Teaching Selected Concepts of Housing. Mary Elizabeth Green Bevis. Master's. The Florida State University, August 1966. Interlibrary loan.

The objectives of this study were: (1) to identify selected concepts of housing from the tentative copy of the Florida Resource Guide for Housing and Home Furnishings, (2) to develop sets of transparencies for use in teaching the selected concepts of housing, and (3) to evaluate the transparencies by means of questionnaires.

The participants in the study were teachers of home economics in Escambia County and a panel of experts at The Florida State University. The teachers were selected for this study because the Florida Resource Guide for Housing and Home Furnishings was first tested by these teachers and they were, therefore, more familiar with the Guide.

The instruments used in this study were: (1) a questionnaire with a three-point rating scale used by teachers to evaluate the transparencies; and (2) a similar questionnaire used by panel of experts to evaluate the transparencies. The responses on the teachers' questionnaires were tabulated and compared with the panel of experts' responses. Those transparencies receiving low scores were revised.

The findings of this study based on the responses of the participants indicate that: the transparencies helped to teach the concepts of housing and home furnishings, the transparencies stimulated student interest, the students had a favorable attitude toward the use of transparencies in the classroom, the teachers enjoyed using the transparencies, the teachers would use the transparencies if they were readily available, and the sets of transparencies were of sound technical quality since few revisions were necessary.

Adult Education in Vocational Home Economics Classes. Grace A. Butman. Master's. University of Wisconsin, 1966.

The problem in this study was one of developing materials that could be helpful to the home economics teacher in an adult vocational program who has competence in a skill or craft area but has not developed skill in teaching. Such a teacher was described as a "specialist in vocational home economics classes" in this study.

Materials developed in this study were incorporated in "A Handbook for Specialists in Vocational Home Economics Classes." Content of the handbook included the following: Why have you become a teacher of adults? What is adult education? What are characteristics of adult learners? What are the objectives of adult learners? How do we plan? and Professional terms and explanations. The handbook was planned to be as short as possible. Difficult professional terms were avoided.

It was anticipated that through use of the handbook teachers could avoid a trial and error method for learning teaching techniques and that they would be helped to identify objectives for learning, select appropriate content and teaching techniques, and gain skill in teaching and evaluating more effectively than they might be able to do without such help.

The handbook is presently being used and evaluated by teachers and administrators. Materials such as the handbook may be useful in a variety of home economics programs where developing or updating teaching skills is a prime focus. More specifically, materials such as this may be useful as teacher educators seek to help teachers re-enter the teaching field.

The Development and Use of Evaluative Instruments for Occupational Programs in Child Care. Marjorie Ann Grant. Master's. Cornell University, September 1966. Interlibrary loan.

This research involved (1) the development of measures of students' knowledge and job competency in sub-professional child care work, and

(2) determining relationship between job competency and (a) attitude toward children, (b) knowledge of child care, (c) attitude toward work, and (d) amount of supervised work experience.

Basic understandings and job competencies necessary for sub-professionals in childcare work were identified and incorporated into two instruments. An achievement test (reliability .76) included concepts of child development, characteristics of employability and the world of work. Seven descriptive rating scales were developed (inter-rate reliability .70). Professionals in pre-school services verified appropriateness of quality levels, competencies and responsibilities. Previously developed tests were used: Reactions to Children of Various Ages (reliability .92), Attitudes Toward Work (reliability .87), a Student Questionnaire and an Interview Schedule.

The instruments were used with 20 students (median IQ 85) enrolled in three home economics one-year pilot study courses for training child care aides. The three courses differed so greatly in amount and emphases of class instruction, nature and extent of class-related work experiences, number of hours supervised experience with young children that pooling the data was unfeasible; each class was considered separately.

Pre- and post-course scores on attitude scales and achievement test, teacher-ratings on employability and child care competence scales were intercorrelated. There were few students in any analysis. Post-course scores tended to be greater than pre-test scores but differences were not statistically significant. For the one program with a realistic work experience, rank on hours of work experience was significantly correlated with rank on Child Care Competence rating scale; for the programs where experience was gained only in the pre-school laboratory, correlations were non-significant. Further experimentation is needed. Interviews with students at the conclusion of the course revealed positive attitudes toward occupational education, plans for future employment, and the value of the child care course.

The Scientific Principle Approach to Teaching Home Economics. Shirley Mae Kimmich. Master's. Northern Arizona University, August 1965. Interlibrary loan.

The problem of this study was to set up a teacher resource, with suggested lesson plans, showing how scientific principles could be used in teaching selected topics in a tenth grade food unit.

Standard resource units and text books were studied to determine the scope of the material that was being covered in home economics classes. Suggestions about the use of concepts and principles were reviewed and analyzed to determine how this method could be used in teaching home economics. Resource materials were combined with the suggested methods about concepts and principles to form a sample unit, "The Science of Fruits and Vegetables."

The sample unit, using scientific principles, included eighteen structured lessons and was divided into six topics: (1) A Look at Vegetables, (2) Cell Wall and Osmosis, (3) Nutrient Loss, (4) Acids and Bases, (5) Color and Food, and (6) Sulphur Compounds. Each topic also included a teachers' guide of basic concepts, suggested procedures and reference materials to give the teacher information in depth.

The use of principles and concepts enables the student to place details into a structured pattern that is easier to understand and to remember; to transfer the concepts to new situations; and to add current information to concepts learned at some previous time.

Using the Concept Method of Teaching to Foster Creativity in the Home Economics Classroom. Mary Josephine Lewandowski. Master's. University of Wisconsin, December 1966.

The problem in this study was to determine aspects of creativity present in a group of eighth grade home economics students, and to evaluate the degree these aspects were fostered through an experimental unit taught by the concept method.

Twenty eighth grade home economics students were tested before and after the five-week experimental unit entitled "The Food You Eat." Students were tested for possession of five characteristics that literature indicated were usually in the possession of creative persons: sensitivity to problems-gaps in knowledge; ideationalfluency; adaptive flexibility; originality; and degree of elaboration. Presence of these factors was rated on a five-point scale developed by the investigator. Students were also evaluated for concept attainment throughout the unit. The investigator looked for relationships between concept attainment and possession of creative factors.

When concept attainment, as measured in this study, was compared with the possession of creative factors, as rated in this study, it was apparent that many relationships might exist. No attempt was made to determine statistically the nature and degree of these relationships. However, certain observations were made:

1. Test-retest results indicated improvement in student's possession of factors indicating creativity as described in this study. Ideational fluency increased the most; adaptive flexibility the least.

2. A high degree of concept attainment did not appear to be coupled with a high level of possession of creative factors: a low degree of concept attainment accompanied low levels of possession of creative factors.

3. As the number of solutions listed increased, the number of unique solutions also increased.

4. Degree of elaboration appeared to be related least to any of the other aspects as measured in this study.

<ins>Organization of Content for a Self-Instructional Program for the Construction of a Blouse</ins>. Betty Halligan Moebes. Master's. University of North Carolina at Greensboro, June 1966. Interlibrary loan.

The purpose of the study was to organize the subject matter for a self-instructional program for the construction of a simple blouse. The organization of content for the program included the analysis of construction procedures into component skills which must be mastered by a student in order to construct a blouse; the selection of procedures to be submitted to the writers of a self-instructional program; the grouping of the procedures into learning units suitable for programming.

The procedure for attaining the objectives of this study included an analysis of construction procedures recommended in selected published material, the construction of three experimental blouses, interviews with six in-service home economics teachers, and consultations with an accepted authority in the field of clothing construction.

The organized subject matter was presented to the writers of the self-instructional program in the form of a series of learning units representing the major tasks necessary for the construction of the blouse.

The learning units for the construction of the blouse were submitted to the programmers in the following order: (1) staystitching, (2) pressing, (3) darts, (4) seams, (5) facings, (6) attaching facings, (7) sleeves, and (8) hems.

<ins>The Development of Selected Slides for Teaching Concepts in a Home Furnishings Course</ins>. Nancy Lee Paylor. Master's. The Florida State University, August 1966. Interlibrary loan.

The purpose of this study was to develop 2" x 2" colored slides for teaching selected concepts in home furnishings.

The respondents for the study were 20 home economics teachers in Duval County, Florida, selected by purposive sampling from the county list of home economics teachers. The procedures employed in making this study were: (1) the selection of a concept; (2) the development of slides for teaching the selected concept; (3) the development of instruments for evaluating the slides; (4) administration of the instruments, and (5) analysis of data secured by use of the two structured questionnaires.

The finished set of slides were evaluated by a panel of judges knowledgeable in the field of home furnishings; arranged in an appropriate order with a narrative script; sent to the county supervisor for distribution to home economics teachers who expressed a desire for their use; and evaluations were made by a checklist.

Data from two structured questionnaires were compiled by tabulating the total number of responses to each structured answer and by computing the percentages of their responses in comparison to the total number of possible responses.

Findings follow: (1) the teaching of certain concepts of "Recognition of period of Furniture" was aided "somewhat" by the slides: (2) the slides represented "well" the furniture items indicated; (3) the slides provided enrichment of learning and heightened the meaning and purpose for students; (4) the teachers prefer slides to other visuals; (5) the slides developed can best be used as supplementary material to course content; (6) the slides would be most beneficial at the senior level (eleventh and twelfth grades).

A Plan for Teaching Child Development Through Generalizations. Laurel Anne Pickett. Master's. University of Washington, July 1966. Interlibrary loan.

The purpose of this study was to develop materials to aid teachers in strengthening the teaching of child development at the secondary level.

The concepts and generalizations for Human Growth and Development, identified by a national committee as part of a curriculum project sponsored by the United States Office of Education, were accepted as defining the basic content for child development. As an aid to the practical use of this conceptual framework by teachers in the secondary schools, subordinate generalizations were formulated by the investigator which further delineated their meaning and focused emphasis on child development. These were evaluated for validity by specialists and by 41 home economics teachers.

The cooperating teachers then reacted to the placement of the generalizations under behavioral outcomes at three levels of learning. Teachers also listed learning experiences and resources which they considered appropriate for each behavioral outcome and the related generalization. These suggestions were then used as the basis for the inclusion and placement of generalizations, and for selecting the learning experiences and resources included in the project.

Teacher opinion indicated that direct observation of children was of primary importance in helping young people learn about and be interested in children. Ideas for actual contact with children were many and varied, including department play schools and community resources such as nursery schools, kindergarten classes, libraries, play areas, hospitals, Sunday schools and homes in the neighborhood.

The thesis includes the revised generalizations listed under the national conceptual structure, Human Development and the Family; the generalizations classified under Behavioral Outcomes Indicating Scope and Sequence; and a final organization of learning experiences and resources for learning associated with the revised generalizations.

Development and Use of Experimental Material for a Seventh Grade Foods Course for Slow Learners. Juanita Martin Willis. Master's. Ohio State University, September 1966. Interlibrary loan.

The purpose of the study was to determine if pupils would learn more of the subject matter content in the area of Foods if special materials were developed at a level which they could read. The principal hypothesis was that achievement would be greater for Group A using the experimental lessons, than for Group B using the regular textbook. Both groups were tested before and after they had completed the material to be covered. The experimental group made a significantly higher mean gain on their post-test over their pre-test, than did the control group.

TEACHER EDUCATION

Beginning Teacher Follow Up Study in Home Economics at Ohio State University 1965. Naomi Humm Blodgett. Master's. Ohio State University, March 1966. Interlibrary loan.

Twenty beginning home economics teachers who graduated spring and summer quarters 1965 from the School of Home Economics of Ohio State University were interviewed at the completion of nine to twelve weeks of full-time teaching. Questions regarding satisfactions, anxieties, evaluation of college preparation, sources of help, and total feeling concerning the profession of home economics teaching were asked. The teachers indicated that they experienced difficulties in the management of time, particularly the time in planning and preparing lessons. They had difficulty with discipline and evaluation of students.

Attitudes of Supervising Teachers Toward Selected Concepts and Practices Ascribed to Their Role in the Student Teaching Program. Elizabeth Williams Brabble. Master's. The Pennsylvania State University, September 1966. Interlibrary loan.

This study involved a survey of supervising teachers' attitudes toward selected aspects of their role as defined by teacher educators.

The following relationships were explored: (1) relation of attitudes of supervising teachers to educational level, teaching experience, time of last student teacher, number of student teachers supervised and supervision courses taken; and (2) attitudes, adequacy of preparation, and self-ratings of effectiveness of supervising teachers.

Data were collected from 59 supervising teachers representing various grades and subjects, affiliated with the teacher education program at one institution. Sources of data included the 102-item, Supervising Teacher Attitude Scale, and a personal data sheet. Statistical analyses performed on the data were: item analysis, item-total score correlation, scale reliability, frequency and percentage distributions and a series of t tests. A reliability of .94 was obtained on the Attitude Scale.

Results of this study suggest that supervising teachers who (a) have been exposed to courses in supervision, (b) had more experience with student teachers, (c) have a positive reaction toward their role and (d) possess confidence in their own effectiveness, tend to score positively on the Attitude Scale. This implies that these persons perceive the importance of their role and tend to concur with the judgment of experts concerning the nature of this role.

Illinois Secondary Home Economics Teachers and Advanced Degree Study. Edith Arlene Camp. Master's. Illinois State University, August 1966. Interlibrary loan.

Identification of the factors which influence Illinois Secondary Home Economics Teachers in the pursuance of advanced degree study is the primary concern of this study. A random sampling of the Illinois population of home economics teachers was made, which included 207 teachers. This sampling resulted in 142 usable responses to a questionnaire type data gathering device, which was constructed by the investigator.

The findings from the investigation were presented with three major divisions by educational status, and two minor divisions by marital status. The educational and marital status were compared to the ages, time span, major and minor fields, teaching experience and situations, and other factors which influence the acquisition of advanced degree study.

The following conclusions were drawn from the investigation:

1. More than one-half of the Illinois Secondary Home Economics Teacher respondents were working toward or had completed a master's degree.
2. Illinois Secondary Home Economics Teachers have multiple reasons for not pursuing or for pursuing a master's degree; one factor alone would not hinder advanced degree study.

3. The Illinois Secondary Home Economics Teachers presently pursuing advanced degrees are younger and the span of time between the bachelor's degree and the pursuance of the master's degree is shorter than in previous years.

4. Marital status was not an influencing factor in so far as acquisition of a master's degree was concerned.

5. Teachers with a master's degree are more concerned with the specific area of home economics than with related areas.

6. Teachers who had acquired a master's degree felt more secure in all teaching areas of home economics.

A Study of the Competences of Home Economics Cooperating Teachers in Rhode Island. Ida Dixon Dunbar. Master's. University of Rhode Island, June 1966. Interlibrary loan.

This study was conducted (1) to evaluate the competence of home economics cooperating teachers in Rhode Island as a group, and (2) to show areas in which improvement in personal and professional competences might be advanced.

Four groups of evaluators, all associated with the student teaching program in Home Economics at the University of Rhode Island (namely, the teacher educator, principals, the cooperating teachers themselves, and former student teachers) rated all cooperating teachers who supervised student teachers during the 1961-62, 1962-63, and 1963-64 school years. On a questionnaire designed for the study and rated by a group of professional home economists, the cooperating teachers were evaluated as superior, above average, or below average for characteristics in areas of personal characteristics, department and school, teaching-learning characteristics, instructional methods, techniques, materials, and evaluation.

The findings of this study indicate that each of the four groups of evaluators appraised the competences of the cooperating teachers in a somewhat definite pattern. However, as a composite of the groups, it was concluded that the cooperating teachers achieved the highest degree of competence in the areas pertaining to the department and school and personal characteristics and the lowest degree of competence in the areas of evaluation and teaching-learning characteristics. The areas of instructional methods, techniques, and materials rated between these high and low areas. To increase the over-all competence of the cooperating teachers as a group, a pattern of study might therefore stress these areas inversely.

The results of this study support the assumption that an evaluation of the competence of cooperating teachers as a group would show differences in the degree to which the various competences had been achieved and that this knowledge could serve as a guideline by which the personal and professional abilities and skills of these teachers might be improved.

A Study of Problems Recognized by Vocational Home Economics Teachers. Sammie Carol Gatlin. Master's. University of North Carolina at Greensboro, May 1966. Interlibrary loan.

The purpose of this study was to identify problems recognized by North Carolina vocational home economics teachers in secondary schools. The study was designed to determine problems in general, problems that persist regardless of the amount of experience, and the kinds of problems recognized by beginning and by experienced teachers.

A questionnaire was developed and mailed to a random sample of 100 vocational home economics teachers in North Carolina secondary schools.

Findings and conclusions were based on an 81% return of the questionnaires. There was evidence that many problems persist at all levels of experience. More than three-fourths of the teachers had problems with budgeting time to provide for satisfying personal life, adjusting to demand for teacher's time and energy after school hours, finding time to plan adequately, adapting materials for slow learners, guiding concept formation, and helping students to develop generalizations. None of the problems were unique to beginning teachers.

Chi-square values indicated significant relationships between problems reported by teachers and amount of teaching experience. Four of six items were reported most frequently by teachers having 11 or more years of teaching experience. The remaining two problems were recognized most frequently by teachers having seven to ten years of teaching experience. In four of these six items, beginning teachers recognized the fewest problems.

Problems which the teachers may have had but did not recognize were beyond the scope of this study.

Clinical Evaluation of Predictive Data for Prospective Home Economics Teachers. Ardyce Gilbert. Master's. Iowa State University, August 1966. Interlibrary loan.

To explore the usefulness of clinical judgments to predict effectiveness of home economics teachers was the objective of this study.

This study was part of a longitudinal research project to predict the effectiveness of 80 homemaking teachers who are graduates of Iowa State University. Since statistical analysis of the data revealed the predictive formula inadequate for reliable estimates of an individual, a clinical analysis was employed using these predictive data: the cumulative quality point average, and a battery of four instruments designed to determine personality traits, vocational interests, and attitudes toward other persons and groups. These were supplemented with information concerning pre-college activities and work experiences, an estimate by the adviser of the student's strengths and limitations, and the student's statement of motivation to teach. Each of ten judges analyzed 16 randomly assigned cases, thus providing two evaluations for each case. An eleven-point scale was used to determine the degree of certainty of the estimation. The judges evaluated each subject twice, as a teacher in a small community and in a larger urban area. In addition, they were to indicate reasons for a score less than 5, with the hope that the explanation would be useful in understanding differences among judges and in determining which data to continue to collect. An analysis of variance was used to determine the error due to judges, subjects, and measures or estimates. The plan was to determine the reliability of the judges' estimates and to correlate their estimates and the composite success scores of the homemaking teachers.

A highly significant difference existed among judges, subjects, and measures. The reliability coefficient computed for one judge, .142, and estimated for ten judges, .623, indicated that a correlation of the judges' estimates and the composite success scores was not feasible. The difference among the judges' estimates may have been influenced by the lack of experience with the certainly scale; however, three judges exhibited this difference more than other judges. It was suggested that the cases estimated by them be re-evaluated by the judges who less frequently disagreed and another analysis be made to determine reliability.

Dogmatism as Related to Accuracy of Student Teachers' Judgment of Students. Sister M. Maxine Hart. Doctoral. University of Minnesota, June 1966. Microfilm.

The central problem of the study was to determine whether dogmatism in teacher personality can be used to predict accuracy of teachers' judgment of their students' values. The hypotheses were: (1) when teachers are dogmatic, they are less accurate in judging their students with respect to values held than when teachers are non-dogmatic; (2) when a teacher is non-dogmatic, the students most accurately judged will not necessarily be similar to the teacher on the criterion or criteria judged; and (3) when the teacher is dogmatic, the students most accurately judged will be similar to the teacher on the criterion or criteria judged.

Subjects were 75 home economics students from the University of Minnesota and 1,267 secondary school students. Scores on Adorno's F Scale, the Inventory of Beliefs, the Omnibus Personality Inventory Scale, and a composite rank score were used to measure the levels of dogmatism among the student teachers. To arrive at an accuracy of judgment score, a rank correlation coefficient was computed, relating the student teacher's ranking of values held by a student (What is Her Value Type?) and the rank of the value areas of the student according to her scores on the Shooster Pictorial Values Test. To establish a comparison of the value profiles of the students most accurately judged and the value profile of the student teacher, the rank of the student teacher's values derived from scores on the Allport, Vernon, Lindzey Study of Values was correlated with the rank order of the values of her most accurately judged student.

Teachers low in dogmatism were consistently more accurate in their judgment of students, although the results were not statistically significant except when the Omnibus Personality Inventory-Autonomy Scale was the measure of dogmatism. It was found that non-dogmatic teachers did judge more accurately students who were non-similar to the teacher in value profile than teachers high in dogmatism.

Preferences of Experienced and Student Teachers for Selected Generalizations in Six Home Economics Content Areas. Carlene R. Hillman. Doctoral. The Pennsylvania State University, December 1966. Interlibrary loan.

This study involved the development of an inventory of home economics generalizations providing an index of the relative importance attributed to six areas of home economics content relevant to secondary curriculum.

The major objectives were: (1) to identify relative contribution to home economics of concepts from three root disciplines; (2) to explore the relationship of professional commitment to preferences for selected generalizations; and (3) to establish the relationship of predicted effectiveness of student teachers to preferences for selected generalizations.

Data were collected from 91 student teachers from four institutions and 52 experienced teachers affiliated with five institutions. Three instruments for data collection were utilized including a teacher educator rating scale for predicting effectiveness of student teachers. Loftis' Measure of Professional Commitment with a reported reliability of .90, established relative commitment of experienced teachers. The 54-item, Inventory of Home Economics Generalizations, administered to all subjects, reported a total reliability of .780. The six, 9-item subscores of the Inventory reported reliability results of: Child .796, clothing .730, family .444, foods .669, home management .458, and housing .714.

Conclusions were as follows:

(1) The Inventory differentiated among attitudes of individuals, groups and institutions as to relative importance of generalizations. However, both student teachers and supervising teachers as subgroups indicated preferences for generalizations in similar content areas.

(2) The significantly differentiated order of generalizations was: child, family, home management, foods, housing, and clothing.

(3) Root discipline concepts contributed equally to the generalizations.

(4) No significant patterns emerged differentiating between Inventory scores of committed and non-committed teachers or most and least effective student teachers.

Dogmatism and "Other-Culture" Experiences of Students Preparing to Teach Home Economics. Barbara Alice Holt. Master's. New York State College of Home Economics, Cornell University, June 1966. Interlibrary loan.

This study was planned to measure the openmindedness, or freedom from dogmatism, of students preparing to teach home economics; to compare them with a group of students preparing to teach other subjects, and with a group not preparing to teach in the secondary schools. The relation of dogmatism to certain experiences with other cultures was examined, and an attempt was made to relate dogmatism to self-opinions of attitudes.

Ninety-nine Cornell women filled out a three-part questionnaire during January and February, 1966. Twenty-six of these women were home economics student teachers, 27 from the College of Arts and Sciences were not preparing to teach, and 46 were preparing to teach other subjects.

Part one of the questionnaire consisted of Rokeach's forty-item Dogmatism Scale. Part two contained a list of 31 experiences with other cultures which were to be rated according to each student's involvement in them. The third section contained six statements of attitude toward people of other ethnic groups, of which the one nearest the student's own attitude was to be checked.

Mean group scores on the Dogmatism Scale were compared to average number of experiences of sub-groups and of upper and lower quartiles using t-test, McCarthy's formula for comparing means, Pearson Product Moment Correlation Formula and Spearman Rho Rank Analysis Formula.

The Dogmatism Scale scores showed that the Cornell women tested were, on the whole, less dogmatic than other groups with which research has been concerned. Within the Cornell sample, home economics student teachers scored high on dogmatism, and the non-teachers scored low. Comparison of experiences and Dogmatism scores showed no significant differences at the .05 level; although home economics students had fewer and the non-teachers more "other culture" experiences than the total sample mean. The non-teachers rated their experiences significantly higher than did the home economics students.

Democratic Values and Concepts of Teaching: A Comparative Study of Selected Prospective Teachers in Home Economics Education, Supervising Home Economics Teachers, and Non-Home Economics Teachers in East Tennessee. Peggy W. Jones. Master's. University of Tennessee, August 1966. Interlibrary loan and microfilm.

The purpose of this study was to compare selected values of democratic living and value ratings of certain concepts of teaching made by upperclass students enrolled in the home economics education curriculum, selected teachers of home economics, and teachers in other fields of learning in the public secondary schools of East Tennessee.

It was hypothesized that (1) there will be no significant difference in the comparison of the assessment of values of democratic living and of value ratings of certain concepts of teaching made by prospective teachers of home economics, supervising teachers of home economics currently employed, and by teachers in other fields of learning, and (2) there will be no significant difference between the high or low assessment of values of democratic living and their correlation, either positively or negatively, to basic concepts of teaching.

The basic assumptions in this study were: (1) the concepts of teaching which are held by teachers function as determinants in the fulfillment of the responsibilities of directing educational experiences; (2) values held in the teacher's value system influence the selection of basic concepts of teaching and will function as strong motivating factors in selecting educational experiences; (3) a cognitive awareness of one's value system will aid teachers as they direct educational experiences to promote the teaching-learning process; and (4) effective implementation of concepts of teaching tends to be determined by the degree of abstractness with which concepts are held.

Two data-gathering instruments were used in this investigation. Woodruff's concept scale was used to evaluate concepts of teaching and Corey's value questionnaire was used to assess values of a democratic philosophy. The investigator administered the instruments to the four groups participating in this study: Group A was comprised of students in an undergraduate methods course in home economics education; Group B was comprised of student teachers in home economics education; Group C was comprised of supervising home economics teachers; and Group D was comprised of non-home economics teachers who were selected by Group C to participate in this study. The statistical analyses used were: (1) Chi square to test the difference between the subjects in this study, (2) the coefficient of concordance to test the degree of variance between the groups, and (3) the Spearmen's Rank Correlation Coefficient to test the correlation between rankings of concepts of teaching and values of a democratic philosophy.

Two hypotheses were stated for this investigation. The findings from the study supported the rejection of the first null hypothesis and supported the acceptance of the second null hypothesis.

Study of Relationships Between the Authoritarian Conceptual System of Student Teachers and Their Use of Information in Forming First Impressions of Students. Marcia Mae Kendall. Master's. University of Minnesota, 1966.

The purpose of this investigation was to ascertain the relationship between the personality syndrome of authoritarianism and teacher judgments of students. It was hypothesized that (1) when student teachers are authoritarian they will show concern for external cues in their observation of students while non-authoritarian student teachers will show concern for internal cues; (2) when student teachers are authoritarian they will show approval for submission to authority in their observation of students while non-authoritarian student teachers will show approval for interdependence in relation to authority figures; (3) when student teachers are authoritarian they will evaluate positively students who exhibit certain authoritarian characteristics and will evaluate negatively students who show certain non-authoritarian characteristics; (4) when student teachers are authoritarian they will perceive as a "disturbing factor" in impression formation certain information regarding the status of the student which stands in contradiction to earlier authoritarian characteristics observed.

Subjects were 44 student teachers in Home Economics Education at the University of Minnesota. Three measures of authoritarianism were administered to the student teachers, and the 15 subjects with the highest and lowest composite scores were identified. These subjects observed an interview of two secondary school students who had been coached to respond to the questions, one as a person characterized as non-authoritarian would answer, and the other as a person characterized as authoritarian would answer. The subjects then were asked to give their impressions of the two students in a free response device. The responses were analyzed for criteria the student teacher used in judging the students.

None of the hypotheses was conclusively supported by the data; however, some tendencies to respond in the predicted direction did occur. No difference was evident between authoritarian and non-authoritarian student teachers in their focus on internal and external cues, their preference for the non-authoritarian or authoritarian student, or in their desire to change status. Analysis of data did reveal that there was a difference in approval of specific types of relationships with authority figures, with authoritarian student teachers approving of submission to authority, whereas, non-authoritarian student teachers approved of interdependence in relation to others. While evidence was inconclusive, due to a lack of spread of scores on the measures of authoritarianism, the conclusions that could be drawn highlight the importance of the role played by personality factors in impression formation.

Relationship of Selected Factions to Teacher-Recognized Problems in Teaching Home Economics to Boys. Shirley Kreutz. Doctoral. Teachers College, Columbia University, 1966. Interlibrary loan and microfilm.

This study was undertaken to identify problems in teaching home economics to boys and to analyze effects of personal and professional characteristics of the participating teachers on these problems. Current practices in pre-service and in-service education were cited and utilized in making recommendations for effective ways of teaching.

One thousand and thirty-five teachers identified by city and state supervisors, and by teacher educators working with pre-service and in-service education programs participated.

A questionnaire listing possible problem items derived from the research-experience and results of a teacher sampling was sent to teachers. Completed replies were tabulated and analyzed for each respondent's background. Items were ranked by frequency count and problem area. Replies from supervisors and teacher educators regarding current and projected pre-service and in-service practices were summarized.

Many of the problems identified were related to the characteristics of the boys: they had little interest in learning, lacked basic educational skills and home economics background. Boys were often of low mental ability and were typed as discipline problems. Problems related to teaching featured teacher's uncertainty in presenting meaningful content and activities, and that teaching was hampered by a lack of resource materials related to the male point of view.

Recommendations included such needs as: identifying basic learnings and experiences that are meaningful to boys, male-oriented pre-service and in-service training, helping teachers work with a wide range of student abilities, locating resource materials that can be used with boys, and encouraging administrative personnel to enroll boys only in courses planned to meet needs.

The Art Education of Louisiana's 1965-66 Vocational Home Economics Student Teachers. Genevieve M. Ladwig. Master's. University of Southwestern Louisiana, August 1966. Interlibrary loan.

The objective was to discover the effectiveness of the Louisiana vocational home economics education curriculum in preparing home economics teachers to teach art as an integral part of everyday living. Seven colleges and universities with 106 student teachers participated. Ninety-seven student teachers completed questionnaires and 80 completed a design judgment test. Supervising teachers completed questionnaire evaluations of 73 student teachers, and 49 faculty members granted interviews.

Conclusions were:

1. Individual differences in art abilities and experiences of beginning college students are not provided for in vocational home economics curricular sequence or certification requirements. There is need for such provision.

2. Student teachers have confidence in their understanding and use of color concepts, but lack confidence and ability in the understanding and application of the more inclusive design concepts.

3. The student teachers' mean ability in design judgment was below the level of competency considered desirable for home economics teachers.

4. Student teachers who indicated good design judgment and aesthetic perception have a realistic view of their art ability. The student teachers who indicated poor design judgment and aesthetic perception generally did not recognize their limited ability.

5. Student teachers need additional experiences involving critical analysis and application of inclusive design concepts in home economics courses that will strengthen their aesthetic capabilities in design judgment.

6. There is little evidence of comprehensive or cooperative planning for art involvement in the courses included in the vocational home economics curriculum.

7. Art courses should precede home economics courses which have art involvement to provide opportunities for the transfer of learning from one area of instruction to another.

The Effects of Specified Pre-Student Teaching Experiences on the Attitudes and Understandings of Prospective Home Economics Education Student Teachers. Eddye Eubanks Landers. Master's. Texas Technological College, August 1966. Interlibrary loan.

The purposes were to determine the differences between junior and senior home economics education students who were enrolled in control and experimental home economics education senior-level classes at Texas Technological College, in terms of: (1) attitudes toward teaching, (2) insights and understandings of teachings, and (3) number and kinds of teacher-related experiences. Also, an investigation was made of relationships between variables such as: (1) teacher-related experiences, (2) attitudes toward teaching, (3) understandings, and (4) personal qualities of the subjects.

No actual laboratory experiences were provided for students in the control group. However, specified laboratory experiences were provided for students in the experimental classes, such as: team teaching; surveying the community; interviewing high school students; making home visits; and observing high school homemaking classes.

Data for the study were obtained by the use of three instruments: (1) the author's questionnaire; (2) the Minnesota Rating Scale for Personal Qualities and Abilities; and (3) the Minnesota Teacher Attitude Inventory (MTAI). A Pearson product-moment correlation program was selected, and data from the three instruments were processed to yield means and standard deviations for both groups and a correlation matrix of variables for the experimental group.

There were significant differences between the groups, in favor of the experimental group, regarding several understandings, pre-student teaching experiences, and attitudes of the subjects. There were significant relationships between a number of experiences and understandings of students; pre-student teaching experiences; and understandings of students concerning teaching. Major conclusions were: (1) a number of pre-student teaching experiences provided opportunities for multiple understandings; (2) numerous understandings were developed or strengthened due in some measure to experiences related to multiple understandings; and extended, in-depth experiences were needed to provide opportunities for the development of additional understandings.

Introduction to the Student Teaching Center - An Exploratory Study Course. Judith Ann Jordan Langheim. Master's. University of Wisconsin, 1966.

The specific purposes of this exploratory study were: (1) to determine the amount of help which orientation programs can give to student teachers for relief of anxiety prior to the student teaching experience; (2) to determine the extent to which orientation programs can give a realistic and true picture of the student teaching center; and (3) to determine the extent to which orientation programs can aid supervisors at the university in carrying out supervisory functions in both traditional and tele-supervision programs.

Anxiety scores were determined for the student teachers prior to the student teaching experience, and outlines for the components of orientation programs were developed. This consisted of orientation to physical facilities, both exterior and interior; to students in learning situations; and to activities in the school. Following evaluation and revision orientation programs were available for use by students prior to student teaching. An interview schedule was used to evaluate effectiveness of programs at this time. Cooperating teachers and administrators in the student teaching centers evaluated effectiveness of the program. Student teachers and university supervisors evaluated programs following the student teaching experience.

Findings indicate that while few pre-student teaching anxieties are directly related to orientations, orientation programs either served as a valuable source of information or as a general means of relieving anxiety for student teachers in this study. Ratings by cooperating school personnel, student teachers, and university supervisors fell in the upper two quadrants of a four quadrant rating scale. An orientation program may be an effective means for guiding the student and her university supervisor prior to and during the student teaching experience.

An Exploration of the Relationship of Self-Actualization to Teacher Success. M. Eloise Murray. Master's. The Pennsylvania State University, March 1966. Interlibrary loan.

The purpose of this study was to examine the relationship between psychological health and success in teaching. Maslow's theory of self-actualization provided a definition of psychological health. Nygren's theory of teacher concern provided the criterion for teacher success. The specific objectives of the study were: (1) to examine relationships between teacher personality and teacher success; (2) to examine the degrees of success across grade levels for the more self-actualizing and the non-self-actualizing teacher, and (3) to examine the effect of years of teaching experience upon teaching success of more self-actualizing teachers.

The sample for this study consisted of 26 home economics teachers and 2,333 of their students. Instruments used were E. L. Shostrom's Personal Orientation Inventory (available from Educational and Industrial Testing Service, San Diego, California); Elizabeth Ray's Student Estimate of Teacher Concern, reliability 0.95 (available from Home Economics Education, The Pennsylvania State University).

The relationship between psychological health and teacher success was examined by use of the following statistical tests: Kendall's Concordance Coefficient, Pearson r, t-tests, and two factor analysis for variance.

The more self-actualizing teachers were assessed by students as more concerned than the non-self-actualizing teachers. The more self-actualizing teachers received more consistent ratings than the non-self-actualizing teachers, regardless of grade level as evidenced by the fact that there were no significant differences across grade levels in teacher concern scores for self-actualizing teachers. In addition, the self-actualizing teachers with more teaching experience received higher concern scores.

The data indicate a positive relationship between teacher psychological health and student perception of teacher success. Further study and more complete exploration seem justified.

The Development and Use of a Self-Directive, Self-Evaluative Guide for Student Teachers in Home Economics at Southern Illinois University. Janet M. Nicpon. Master's. Southern Illinois University, August 1966. Interlibrary loan.

The purpose of the study was to develop and use a "Self-Directive, Self-Evaluative Guide" to assist student teachers in developing a concept of the role and responsibilities of a teacher. This instrument would place more responsibility for learning on the student teacher, emphasizing her responsibility for selection of her objectives as well as continuous evaluation of her progress toward these goals. The aim was to provide experience in self-evaluation in terms of selected goals so that when the students were in-service teachers they would automatically engage in constant and continuous self-evaluation.

The first section of the guide was an outline of the scope of a professional teacher's job which had been divided into five areas: general characteristics, personal characteristics, control of learning environment, teaching competencies, and teaching skills. Section two guided the student teacher in selecting and establishing objectives to work toward during student teaching. Section three was a progress report for recognizing growth toward objectives. Two college supervisors, 14 cooperating teachers, and 14 student teachers participated. Eight student teachers used the Guide extensively, five to some extent, and one not at all.

Results indicated that students seemed more willing to accept teaching responsibilities when they selected their own objectives. A steady increase in agreement of evaluation ratings between teachers and student-teachers revealed growth in the ability to self-evaluate. For those student teachers who were uncertain of their responsibilities, the guide proved very helpful. However, the investigator felt that the guide would be more effective in a student teaching program less structured and less carefully supervised.

Role Perception of South Carolina Home Economics Teachers. Edna Earle Page. Master's. Winthrop College, August 1966. Interlibrary loan.

The purpose of the study was to discover and analyze the role perceptions held by South Carolina home economics teachers. The sample, which was selected randomly from a list of all home economics teachers in the State, was mailed a check list, Role Perception of Home Economics Teachers.

The research check list, developed by Hastings in 1964, was revised to include items relating to occupational home economics. The check list was scored using a four-point scale with "strongly agree," "agree," "disagree," and "strongly disagree," receiving four, three, two, and one points respectively. Roles were portrayed by groups of items related to teacher effectiveness, co-curricular activities, teacher-pupil relationships, occupational education, specialization, and professionalism.

Range, mean scores, and standard deviations were obtained for the total group and for each of the subgroups. The possible range of scores was 90-360. The obtained range was 138-342, with a mean score of 275.90 and standard deviation, 26.10.

The teachers generally agreed with the roles as presented in the checklist. Personal relationships with pupils was viewed with greatest favor, while the roles as specialist and member of the profession were viewed positively, having mean scores which were above the "agree" level. The mean score for occupational education items fell slightly below the "agree" level. Varying perceptions were found for the roles related to co-curricular activities and effective teaching as evidenced by the wide ranges of scores and large standard deviations obtained.

Home Economics in Gainful-Employment--Strengths and Limitations of Teachers. Judith Sudheimer Payne. Master's. Southern Illinois University, August 1966. Interlibrary loan.

The purpose of the study was to determine self-recognized strengths, limitations, and needs of Illinois Home Economics teachers who were working with gainful employment programs. The investigator hypothesized that training and/or work experiences in addition to a four-year college program would make for more effective preparation for teaching gainful employment.

The study was limited to teachers in those secondary, adult, and post-secondary gainful employment programs in home economics in Illinois which were in progress in 1965-1966. Fifteen teachers in seventeen programs cooperated in the study.

The main strengths of the teachers which they recognized and stated were education (college and special courses); work experiences (in paid employment, home, school, church, or community); excellent cooperation of other vocational areas with the home economics program; successful teaching experiences; and good attitudes toward the program combined with a lot of enthusiasm. The limitations indicated by them in their replies were: (1) they were unfamiliar or unskilled in the mechanics of the program since there were no guidelines to follow for such procedures as finding suitable jobs for students, writing job analyses, and selecting students for the program; (2) they needed information on resources available for class use, and (3) they lacked ample preparation time for these classes.

A Study of the Relationship Between Cooperating Teacher and Student Teacher as It Influences Student Teacher Satisfaction in the Student Teaching Experience. Elizabeth Galeski Phelps. Master's. Southern Illinois University, September 1966. Interlibrary loan.

This study was based on the hypothesis that the relationship between a cooperating teacher and a student teacher would influence the degree of satisfaction realized by the latter in the student teaching experience.

The study was conducted for three terms, making a total sample of seven cooperating teachers and 21 student teachers. An adaptation of the Student Estimate of Teacher Concern was completed by each of the participants at the end of the student teaching experience. This test was designed to measure a student's estimate of the degree of recognition, understanding, and help received from a teacher. To obtain subjective evidence about the interpersonal relationships, the investigator accompanied the college supervisor to the centers and was allowed to sit in on supervisory conferences. She also attended the pre- and post-student teaching seminars held on campus. Ray's scoring procedure for the SETC was used and a composite score for each individual obtained. A linear correlation was then computed to compare the cooperating teacher's score with the student-teacher's score.

Conclusions drawn from the data were: (1) in most instances, the cooperating teacher and the student teacher agreed about the level of their relationship; (2) satisfaction in student teaching seemed to accompany good cooperating teacher-student-teacher relations; (3) with few exceptions, the cooperating teacher tended to be rated consistently by her student teachers; and (4) the variation of the SETC used seemed to give accurate assessments of the perceived relationship.

Preferences for Dependence Proneness in Students as Related to Supervising Teacher's Evaluation of the Student Teacher. Margie LaVonne Schock. Master's. University of Minnesota, 1966.

The relationship between one facet of the authoritarian personality, preference for dependence proneness in students, and supervising teachers' evaluations of student teachers was investigated in this study. The hypotheses were that when the supervising teacher and the student teacher initially agree on the desirability or undesirability of dependence proneness in students, (1) the supervising teacher who prefers dependence prone students will evaluate the student teacher more favorably than when they disagree, and (2) the supervising teacher who prefers non-dependence prone students will evaluate the student teacher neither more nor less favorably than when they disagree; when the supervising teacher and the student teacher initially disagree with respect to the desirability of dependence proneness in students, the supervising teacher who prefers non-dependence proneness in students will evaluate the student teacher more favorably than will the supervising teacher who prefers dependence proneness in students; and, the supervising teacher who prefers non-dependence proneness in students will evaluate the student teacher with (1) more specific criteria, and (2) criteria more relevant to teacher competence than will the supervising teacher who prefers dependence proneness in students.

Subjects were 77 student teachers and 27 supervising teachers in home economics. The subjects' preferences regarding dependence proneness in students were obtained by use of an adaptation of Flanders' Scale of Dependence Proneness. To determine favorability of evaluation, the Student Teaching Recommendation form submitted by each supervising teacher for each student teacher was examined.

Statistically significant or near statistically significant results were shown for all hypotheses except for those predicting relationships between supervising teachers' preferences for non-dependence proneness and (1) the specificity of criteria used in their evaluation of student teachers and (2) the relevance of their evaluative comments of student teacher competences.

A Survey of Prospective Teachers for Home Economics Related Occupational Preparation Training Programs. Betty Malone Wagner. Master's. Texas Technological College, August 1966. Interlibrary loan.

The purpose of the study was to gain information regarding prospective teachers of programs for occupational preparation from Home Economics graduates in Lubbock County, and in eight surrounding counties.

Hypotheses were tested regarding significance of relationships between expressed interest in teaching in programs for home economics related occupations and (1) academic preparation, (2) experiential background, and (3) age range of respondents. A questionnaire developed by the author through a review of literature and pre-tested by a graduate class was mailed to 268 home economics graduates who were known to professional organizations. Results of the study were based on 166 observations. Fifty-eight variables were correlated using a Pearson product-moment coefficient of correlation program. Percentages were calculated to gain insight regarding characteristics of the sample.

Findings and conclusions follow:

1. Interest in teaching in programs for home economics related occupations appeared to be generally related to academic background.

2. Interest in teaching in training programs appeared to have little relation to business background. Exceptions were in the areas of child care, clothing maintenance, and food service.

3. Nearly two-thirds of the respondents reported no business experience.

4. Younger respondents appeared to be somewhat more interested in teaching in training programs than older respondents.

5. There appeared to be considerable interest among respondents in teaching in a training program for home economics related occupations.

On the basis of the findings the writer recommended inclusion in the college curriculum of a course designed to provide occupational experience in a systematic manner. In this course emphasis might be on understanding of job requirements and quality of the occupational experience rather than quantity. Experience in several occupations might be included to prevent professional obsolescence.

Role of the Home Economics College Supervisor of Student Teachers. Rosemary Wood Williams. Doctoral. Ohio State University, 1966. Interlibrary loan.

The study represents an attempt to further clarify the role of the college supervisor of student teaching through an interpretation of her role behavior and others' expectations of her in the role.

Data were obtained by means of free-response questionnaires mailed to members of the student teaching team--a student teacher, her supervising teacher, and her college supervisor. A selected sample was drawn from home economics teacher education programs in the Central Region of the United States.

The three groups, college supervisors, supervising teachers, and student teachers, held different expectations in relation to the role and also showed significant differences in their interpretation of the college supervisor's role behavior. Some functions performed by her, it was indicated, could be performed equally well by the supervising teacher, suggesting further need for clarifying the roles of each. Recommendations relate to the need for further role clarification to improve communication among team workers.

MISCELLANEOUS

Nutrition Education in Elementary Schools. Judy Bodenhamer McKendrick. Master's. University of Idaho. Interlibrary loan.

The purpose of this study was to determine the methods of teaching nutrition, materials and texts used, and the teachers' background in nutritional training at the elementary level in Latah County, Idaho. A questionnaire was designed and mailed to each elementary school teacher.

Information from the survey is summarized as follows:

1. Two-thirds of the teachers stressed the importance of an adequate breakfast. One-half of the teachers taught the basic four food groups. Fifty-six per cent kept height and weight records but only 13% kept dietary records. Nutrition was not taught as a separate unit nor were animal experiments used in the classroom to show nutritional effects on growth and appearance. Nutrition, however, was incorporated through related subject areas.

2. No text books were used for teaching nutrition but several references, including science and health texts, were often consulted for information.

3. Twenty per cent of the teachers had a college course in healthful living or home economics, but none of these indicated having taken a specific nutrition course. Thirty-one per cent stated they would like more college training in nutrition, but 37% replied they would not.

4. The majority of teachers, 75%, responded positively toward the importance of teaching nutrition at the elementary level; only 6% responded negatively. Many teachers requested more teaching aids to assist and guide them in teaching nutrition.

A Study to Determine Family Living Areas that Could Enrich Elementary Education if Integrated into the Present Curriculum. Phyllis Buchanan. Master's. Southern Illinois University, August 1966. Interlibrary loan.

Purposes of this study were to investigate ways in which home economics graduates who were teaching in elementary schools had used their home economics background to enrich their program; to find successful examples of integration of family living experiences in the elementary schools; to compare ways in which home economics and elementary majors integrated family life education into various areas of their program; and to make suggestions for increased integration.

A free response questionnaire was developed to provide information. The forty-six participants were home economics majors who had taught or were teaching in elementary grades. A second questionnaire was sent to an equal number of elementary-trained teachers.

The data indicated that home economics educated teachers did enrich teaching through integration of family life experiences but often to a limited degree. The indication was that the amount of integration depended upon the vision and enthusiasm of the individual teacher. The elementary teachers without home economics training reported including more activities, materials, and experiences related to family life than did the home economics majors who were teaching in elementary schools. Useful methods for integration of family life education were found to be dramatizations, laboratories, and reading experiences. There was evidence that although the elementary curriculum was crowded, there were opportunities for enrichment in every-day teaching situations in all subject areas. Elementary teachers did recognize the value of and the need for more family life education. Some of the participants had been using methods unaware of the many possibilities for further integration.

The Elementary School Homemaking Teacher as a Resource Person. Elsie Louise Bryan. Master's. Illinois State University, June 1966. Interlibrary loan.

This study is an investigation of ways that the homemaking teacher may be of value as a resource person in the elementary school.

Teaching units planned with the homemaking teacher, supervising teacher, and student teacher were used. At times the children were also involved with the planning.

Reaction to the units was obtained through questionnaires sent to parents and through pupil evaluations and teacher evaluations. A portion of the study included questionnaires to State Home Economics supervisors, and a tabulation of comments and replies received.

Within the limitations of this study the following conclusions appear to be valid: the home economics teacher as a resource program is met with approval by most parents, the program is accepted with enthusiasm by elementary children, and is accepted by most classroom teachers as evidenced by their cooperation and their comments. Units with the homemaking teacher can correlate with the classroom curriculum and can contribute to the objectives of general education in many ways. Junior High Homemaking girls work successfully with second and third grade children in the study of foods and nutrition. A small number of states have schools supporting a home economics resource program and others are interested in this type of program.

A History of Adult Vocational Home Economics in Florida. Myra Hancock. Master's. The Florida State University, August 1966. Interlibrary loan.

The primary purpose of the study was to determine, from the available information, the interplay of forces, individuals, and events that have produced and guided the development of vocational home economics at the adult level in the state of Florida. The second objective was to categorize and record the information into a history of adult vocational home economics in Florida.

The historical account of the development of the adult program is provided through the collection, categorization, verification and interpretation of available information. Primary sources of information utilized in the study were Federal and State documents, records in the Home Economics Section of the State Department of Education, county reports and records, newspaper accounts, letters from present and retired administrators, and personal interviews with present administrators and teachers in the adult program. Photographs were obtained through the counties and from retired administrators.

The adult program of studies in Florida began in 1921 with an enrollment of 145 and grew to an enrollment of 26,947 in 1964. The enrollees are from all races, all socio-economics levels as well as all ages. The expanding program was influenced by increased population, increased funds through Federal and State legislation, more extensive teacher education, improved supervision, and adult interest in continuing education.

The physical facilities have undergone drastic change as evidenced by the new technical and adult schools. The curriculum of the adult program has developed from a major concern with instruction in household skills to the broader idea of family living as we know it today. The early classes which involved mostly psychomotor learnings or household skills have expanded today to include both the cognitive and affective domains. With the passage of the Vocational Act of 1963, home economics acquired a new emphasis with the introduction of wage-earning classes into the homemaking curriculum. Just as the curriculum has changed to meet the needs of society in the past, it will likely continue to do so in the future.

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